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ABSTRACT

The purposes of this study conducted by the Research and Evaluation Department on the Mesa (AZ) Public Schools Learning Disability - Extended Program (LD-X) were to (1) collect information describing the LD-X student population; (2) assess the degree of phasing of LD-X students into regular classes; (3) determine the perceptions and attitudes of LD-X students, their parents, regular classroom teachers, and principals towards the LD-X program; and (4) make comparisons between pilot and non-pilot LD-X programs. Achievement data were not available during the time of the study. Results of the study included the following: (1) there are approximately four times as many males as females in the LD-X student population; (2) on the average, LD-X students entered a special education program in the second grade; (3) the majority of LD-X students were initially enrolled in a special education program other than LD-X; (4) LD-X students have spent, on the average, a total of 26 months in special education programs; (5) phasing of LD-X students into regular classes is significantly higher from the fall through the spring semesters for students in pilot programs than for students in non-pilot programs; and (6) LD-X students, their parents, regular classroom teachers, and principals had generally positive attitudes towards the LD-X Program. Survey instruments and results by school and type of program are appended. (Author/LC)

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A DESCRIPTIVE STUDY OF THE MESA PUBLIC SCHOOLS LEARNING DISABILITY - EXTENDED PROGRAM

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A DESCRIPTIVE STUDY OF THE MPS LEARNING DISABILITY - EXTENDED PROGRAM

executive summary

A descriptive study was conducted by the Research and Evaluation Department on the Mesa Public Schools Learning Disability - Extended Program (LD-X). The purposes of the study were to: (1) collect detailed and factual information describing the LD-X student population; (2) assess the degree of phasing of LD-X students into regular classes; (3) determine the perceptions and attitudes of LD-X students, parents of LD-X students, regular classroom teachers, and principals towards and relating to the LD-X Program; and (4) make comparisons between the pilot and the non-pilot LD-X programs. Achievement data was not available during the time of the study.

The following is a brief summary of the results of the study:

1. There are approximately four times as many males as females in the LD-X student population.

2. On the average, LD-X students first entered a special education program at age seven years and ten months and in the second grade.

3. The majority of LD-X students were initially enrolled in a special education program other than LD-X; most commonly in the LD-R Program.

4. LD-X students have spent, on the average, a total of 26 months in special education programs. They have been enrolled in the LD-X Program for about 17 months, and if previously enrolled in another special education program, spent approximately 14 months in that program.

5. The degree of phasing of LD-X students into the regular classes is significantly higher from the fall semester through the spring semester for students in the pilot programs than for students in the non-pilot programs. Changes in phasing from the fall to the spring semester are not significant for either type of program nor significantly different between the two types of programs.

6. LD-X students, parents of LD-X students, regular classroom teachers, and principals had generally positive perceptions and attitudes towards and relating to the LD-X Program. Respondents from schools with a pilot program tended to have more positive perceptions and attitudes than the corresponding group of respondents from schools with a non-pilot program. LD-X students, regular classroom teachers, and principals from schools with a pilot program expressed significantly more positive overall perceptions and attitudes than the corresponding group of respondents from schools with a non-pilot program.

INTRODUCTION

Presented in this report are the results of a descriptive study conducted by the Research and Evaluation Department on the Mesa Public Schools Learning Disability-Extended Program (LD-X). The purposes of the study were to: (1) collect detailed and factual information describing the LD-X student population; (2) assess the degree of phasing (mainstreaming, placement) of LD-X students into regular classes; (3) determine the perceptions and attitudes of LD-X students, parents of LD-X students, regular classroom teachers, and principals towards and relating to the LD-X Program; and (4) make comparisons between the pilot and the non-pilot LD-X programs. Achievement data was not available during the time of the study and will be addressed in a future report.

BACKGROUND

The LD-X Program serves elementary students of average or above average intelligence who have not been able to learn adequately through regular classroom methods. LD-X students have severe or chronic learning disabilities which preclude their performing at their ability level in one or more of the following areas: talking, listening, language comprehension, mathematics, memory, reading comprehension, written expression,

basic reading skills, and spelling. The LD-X Program provides the student with instruction in the basic subject areas (reading, writing, math, science, etc.) and with specialized attention. Students placed in the LD-X Program spend most of the school day in the LD-X classroom. They are included, when possible, in regular classrooms for art, music, physical education, and other subject areas where their interests and learning capacities are high.

The LD-X Program is available at 19 elementary schools within the district. Commencing with the 1981-82 school year, 13 of the schools implemented pilot programs while the other six schools maintained their existing (non-pilot) programs. Mainstreaming is emphasized to a greater extent in the pilot programs and is the primary discriminator between the pilot and the non-pilot programs. A combined total of approximately 228 students are presently served by both types of programs: 153 by the pilot programs and 75 by the non-pilot programs.

INSTRUMENTATION AND DATA COLLECTION

Historical/Descriptive Data

Historical/descriptive data were collected from the record files of 69 randomly selected LD-X students. Three to four students were selected from each school with an LD-X program. For

each selected student, the data included his/her: sex, birthdate, grade level at first entry into a special education program, entry date into the LD-X Program, and enrollment in other special education programs.

Phasing Checklist

A phasing checklist was developed and administered in cooperation with Kris Churchman, Learning Disabled Program Specialist for the elementary schools. A copy of the checklist is provided for the reader in the Appendix. The phasing checklist required the following from each LD-X teacher: a listing of all LD-X students in the LD-X class, the number of hours and/or minutes each student spends in the LD-X class per day, and a check-off of each student's participation for certain subject areas in a regular class on a regularly scheduled basis.

Administration of the phasing checklist occurred at the end of the fall and spring semesters (January 1-15 and May 3-14, 1982). All LD-X teachers responded to both administrations of the checklist. Data for only those students who were enrolled in the LD-X Program for both semesters or who were completely phased out of the LD-X Program into the regular mainstream between administrations, were included in the analysis. This involved a combined total of 191 students from both types of programs: 129 from the pilot programs and 62 from the non-pilot programs.

Perceptual/Attitudinal Survey Instruments

Perceptual/attitudinal survey instruments were also developed and administered with input from Kris Churchman and the Special

Education Department. The survey instruments solicited responses to the following Areas of concern:

- Perceptions of Mainstreaming
- Attitudes Towards Mainstreaming
- Perceptions of LD-X Program
- Learning of LD-X Student in the LD-X Class
- Learning of LD-X Student in the Regular Class
- Perceptions of LD-X Class
- Perceptions of Regular Class
- Communication Between LD-X Student and LD-X Teacher
- Communication Between LD-X Student and Regular Classroom Teacher
- Communication Between Regular Classroom Teacher and LD-X Teacher
- Communication Between LD-X Teacher and Principal
- Communication Between Regular Classroom Teacher and Principal
- Communication Between LD-X Teacher and Parents of LD-X Students
- Communication Between Regular Classroom Teacher and Parents of LD-X Student
- Communication Between Principal and Parents of LD-X Students

The survey instrument for each group of respondents did not contain items for all 15 Areas, but for only those Areas familiar to the respective group of respondents. The LD-X student, parent of LD-X student, regular classroom teacher, and principal survey instruments were comprised of 23, 20, 31, and 20 items, respectively. Copies of the instruments are included in the Appendix.

Administration of the instruments occurred midway during the spring semester (March 22 - April 9, 1982). The student survey instruments were administered to all LD-X students, the parent survey instruments were sent to the parents of these students, the teacher survey instruments were distributed to teachers of nonspecial-education classes in schools with an LD-X program,

and the principal survey instruments were sent to principals of schools with an LD-X program. The number of respondents and the corresponding response rates are presented for each instrument in the following table.

Table 1

Perceptual/Attitudinal Survey Respondents

Respondents	Pilot Programs		Non-Pilot Programs		All Programs	
	#	%	#	%	#	%
Students	153	100.0	66	88.0	219	96.1
Parents	67	43.8	19	25.3	86	37.7
Teachers	217	76.7	93	82.3	310	78.3
Principals	13	100.0	6	100.0	19	100.0
Total	450	74.8	184	68.4	634	72.8

Pilot programs had a higher rate of response than non-pilot programs from LD-X students, parents of LD-X students, and principals. No responses were received from the parents of LD-X students at Roosevelt, Highland, and Redbird Elementary Schools. The total response rates for each type of program and for all programs were moderately high.

Regular Classroom Teacher Characteristic Data

Items 1 through 6 on the regular classroom teacher survey instrument solicited information on the class enrollment and teaching experience of regular classroom teachers in schools with an LD-X program. In particular, the items requested the

following information: class enrollment for the current school year, number of LD-X students enrolled in their class, years of teaching experience, years of experience teaching special education students in a regular class, years of experience teaching a special education class, and years of experience teaching LD-X type of students. The main objective for retrieving this information was to determine whether teacher perceptions and/or attitudes were related to these characteristics.

METHOD OF ANALYSIS

Historical/Descriptive Analysis

Frequency distributions were tabulated for the following historical/descriptive classifications of the LD-X sample student population: sex, age at first entry into a special education program, grade level at first entry into a special education program, special education programs enrolled in, total length of time enrolled in special education programs, length of time enrolled in the LD-X Program, and length of time enrolled in special education programs other than LD-X. Lengths of enrollment time included only actual months spent in school and were computed from the date of entry through the date of transfer to another program or, where applicable, through the current school year. Arithmetic means and standard deviations were calculated for appropriate distributions and were interpreted as measures of central tendency (averageness) and variability, respectively. A median was calculated as the measure of central tendency for the grade level data.

Degree of Phasing

From the fall and spring semester phasing checklists, the indicated numbers of hours and/or minutes students spend in the LD-X class per day were converted to minutes, after which they were combined to derive mean number of minutes for each program (school) and for each type of program. A two-factor repeated measures analysis of variance was used to test for differences between the means of the pilot and the non-pilot programs and between the means of the fall and the spring semesters. Variations dependent on the semester between the two types of programs (program x semester interaction effect) were also tested with this statistical technique.

To analyze the phasing changes or patterns of LD-X students from the end of the fall semester to the end of the spring semester, tallies were made of students who had increases, decreases, or no changes in the number of subject areas for which they were phased into a regular class. A chi-square test was performed on the tallies of the pilot and the non-pilot programs to determine whether a significant difference existed between the phasing changes of students in the two types of programs.

Perceptions and Attitudes of LD-X Students

Survey item responses were first assigned scores from 1 (Agree) to 3 (Disagree) then combined to derive mean responses for each item, Area, and over all items. For interpretational purposes, a mean response less than or equal to 1.75 was defined to be positive, a mean response greater than or equal to 2.25 was defined to be negative, and a mean response between 1.75

and 2.25 neutral. Lower mean responses were thus defined to indicate more positive perceptions and/or attitudes and higher mean responses were defined to indicate more negative perceptions and/or attitudes. T-tests were computed in order to determine the significance of differences between the overall and Area mean responses of students in the two types of programs.

The last part of the student survey instrument solicited open comments regarding the student's LD-X class and regular class. The open comments were briefly summarized and are listed by school and type of program in the Appendix.

Perceptions and Attitudes of Parents of LD-X Students, Regular Classroom Teachers, and Principals

Survey responses were reduced and analyzed using a similar procedure as the student survey analysis. Whereas the student survey instrument had a three-point Likert-type scale, survey instruments for the other groups of respondents had five-point Likert-type scales, requiring adjustments in the assignment of scores to responses and in the defining limits.

Survey item responses were assigned scores from 1 (Strongly Agree) to 5 (Strongly Disagree) then combined to derive mean responses for each item, Area, and over all items. A mean response less than or equal to 2.5 was defined to be positive, a mean response greater than or equal to 3.5 was defined to be negative, and a mean response between 2.5 and 3.5 neutral. As was the case for the student survey analysis, lower mean responses were defined to represent more positive perceptions and/or attitudes and higher mean responses were defined to represent more

negative perceptions and/or attitudes. T-tests were also employed to identify significant differences between the overall and Area mean responses of corresponding groups in the two types of programs.

The survey instruments for each group of respondents contained a space for open comments regarding the LD-X program in their respective schools. The open comments were briefly summarized and are listed by school and type of program in the Appendix.

Regular Classroom Teacher Characteristics

Frequency distributions were tabulated by type of program for the characteristic data of the regular classroom teachers. Chi-square statistics were calculated between distributions to test for significant differences between regular classroom teachers in schools with a pilot program and in schools with a non-pilot program.

The relationships between teacher characteristics and perceptions and/or attitudes were investigated by computing Pearson product-moment correlation coefficients[1] between each characteristic and each Area and overall mean response across all teachers. Two-tailed tests of significance were applied to the coefficients to determine whether the relationships were statistically significant.

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[1]Correlation coefficients measure the strength of relationship between two variables. By convention, they assume values ranging from -1 to +1. A value of -1 represents a perfect negative relation in which the value of one variable increases as the value of the other decreases. A value of +1 describes a perfect positive relation in which the value of one variable increases or decreases along with the value of the other variable. A value of 0 represents the absence of a relation.

RESULTS

Historical/Descriptive Analysis

Presented in Tables 2 through 8 are the results of the historical/descriptive analysis of the LD-X student population. As can be inferred from the tables, there are approximately four times as many males as females in the LD-X student population. On the average, LD-X students first entered a special education program at age seven years and ten months and in the second grade. The majority of LD-X students were initially enrolled in a special education program other than LD-X; most commonly in the Learning Disability-Resource Program (LD-R). The total length of time LD-X students have been enrolled in special education programs is, on the average, approximately 26 months (two years and eight months of school). They have typically been enrolled in the LD-X Program for about 17 months, and if previously enrolled in another special education program, spent approximately 14 months in that program.

Degree of Phasing

Summary statistics for the number of minutes LD-X students spend in the LD-X class per day and for the phasing changes of LD-X students from the end of the fall semester to the end of the spring semester are tabulated in Tables 9 and 10. A detailed listing of results by school is provided for the reader in Table A in the Appendix.

LD-X SAMPLE STUDENT POPULATION
HISTORICAL/DESCRIPTIVE DATA

Table 2

Sex Distribution

Sex	#	%
Female	14	20.3
Male	55	79.7
Total	69	100.0

Table 3

Age at First Entry Into
a Special Education Program

Age	#	%
5	4	5.8
6	17	24.6
7	24	34.8
8	9	13.0
9	8	11.6
10	5	7.2
11	1	1.4
12	1	1.4
Total	69	100.0
Mean Age: 7 yrs. 10 mos. Standard Deviation: 1 yr. 6 mos.		

Table 4

Grade Level at First Entry
Into a Special Education Program

Grade Level	#	%
K	8	11.6
1	25	36.2
2	15	21.7
3	13	18.8
4	5	7.2
5	3	4.3
6	0	0
Total	69	100.0
Median Grade Level: 2		

LD-X SAMPLE STUDENT POPULATION
HISTORICAL/DESCRIPTIVE DATA

Table 5

Enrollment in
Special Education Programs

Program	#	%
Prior Enrollment in Programs other than LD-X	44	63.8
EH	1	1.4
EH-SC	1	1.4
EMH	3	4.3
LAD	5	7.2
LD-R	32	46.4
MH-SC	1	1.4
SPL/OT	1	1.4
Enrollment in LD-X Only	25	36.2
Total	69	100.0

Table 6

Total Length of Time Enrolled in
Special Education Programs

Months	#	%
1-6	1	1.4
7-12	11	15.9
13-18	11	15.9
19-24	11	15.9
25-30	10	14.5
31-36	15	21.7
37-42	4	5.8
43-48	3	4.3
49-54	3	4.3
Total	69	100.0
Mean Number of Months: 25.84 Standard Deviation: 12.15		

LD-X SAMPLE STUDENT POPULATION
HISTORICAL/DESCRIPTIVE DATA
(continued)

Table 7

Length of Time Enrolled in the LD-X Program

Months	#	%
1- 6	5	7.2
7-12	31	44.9
13-18	11	15.9
19-24	9	13.0
25-30	5	7.2
31-36	4	5.8
37-42	1	1.4
43-48	2	2.9
49-54	1	1.4
Total	69	100.0
Mean Number of Months: 16.62 Standard Deviation: 10.74		

Table 8

Length of Time Enrolled in Special Education Programs Other than LD-X

Months	#	%
1- 6	11	25.0
7-12	10	22.7
13-18	9	20.5
19-24	7	15.9
25-30	5	11.4
31-36	1	2.3
37-42	0	0
43-48	1	2.3
49-54	0	0
Total	44	100.0
Mean Number of Months: 14.46 Standard Deviation: 9.91		

As can be seen in Table 9, students in the pilot programs spent an average of approximately 218.41 minutes (three hours and 38 minutes) in the LD-X class per day over the span of the school year. Students in the non-pilot programs spent approximately 293.84 minutes (four hours and 54 minutes) in the LD-X class per day. The difference between the mean number of minutes of the two types of programs was found to be statistically significant. This indicates that LD-X students in the pilot programs have been phased into the regular classes significantly more than LD-X students in the non-pilot programs.

Students in both types of programs spent less time in the LD-X class at the end of the spring semester than at the end of the fall semester, but the decrease was not significant. Fall to spring phasing patterns were also not significantly different between LD-X students in the pilot and the non-pilot programs. This was evidenced by the lack of differences between the phasing changes of students in both types of programs, exhibited in Table 10, and by the lack of a program x semester interaction effect in the results summarized in Table 9.

It can thus be concluded that the degree of phasing of LD-X students into the regular classes is significantly higher from the fall semester through the spring semester for students in the pilot programs than for students in the non-pilot programs. Changes in phasing from the end of the fall to the end of the spring semester are not significant for either type of program nor significantly different between the two types of programs.

PHASING CHECKLIST RESULTS

Table 9

Mean Number of Minutes LD-X Students
Spend in the LD-X Class Per Day

Program	Fall	Spring	Overall
Pilot	225.31	211.51	218.41*
Non-Pilot	296.52	291.15	293.84*
All	247.80	236.66	242.23

*Significant program main effect ($F = 12.854$, $df=1/17$, $p < .01$). Semester main effect and program x semester interaction effect not significant.

Table 10

Changes in Phasing of Students
from Fall to Spring

	Increases		Decreases		No Changes		
Program	#	(% of Total)	#	(% of Total)	#	(% of Total)	Total
Pilot	27	(20.9)	24	(18.6)	78	(60.5)	129
Non-Pilot	9	(14.5)	7	(11.3)	46	(74.2)	62
All	36	(18.8)	31	(16.2)	124	(64.9)	191

No significant difference found between the phasing changes of students in the pilot programs and students in the non-pilot programs.

Perceptions and Attitudes of LD-X Students

Mean responses by school and type of program for each item, Area, and over all items are listed for the reader in Table B in the Appendix. Area and overall mean responses are summarized by type of program in Table 11.

The overall mean responses of students in the pilot programs, in the non-pilot programs, and across all programs (overall means of 1.50, 1.61, and 1.54, respectively) revealed generally positive perceptions and attitudes of LD-X students towards and relating to the LD-X Program. Excepting Perceptions of Mainstreaming and Attitudes Towards Mainstreaming, students' perceptions of and/or attitudes towards all of the Areas were positive. LD-X students in the non-pilot programs and across all programs perceived mainstreaming neutrally. Neutral attitudes towards mainstreaming were also expressed by students in the pilot, non-pilot, and across all programs.

Students in the pilot programs had a lower overall mean response, indicating more positive overall perceptions and attitudes, than students in the non-pilot programs. They additionally had lower Area mean responses for all of the Areas except Communication Between LD-X Student and LD-X Teacher. Significant differences were derived between the overall mean responses and between the Area mean responses of two Areas: Perceptions of Mainstreaming and Communication Between LD-X Student and Regular Classroom Teacher.

In conclusion, although the overall and Area mean responses of students in both types of programs indicated generally

TABLE 11

LD-X STUDENT SURVEY RESULTS
AREA AND OVERALL MEAN RESPONSES

Area	Pilot Students	Non-Pilot Students	All Students
Perceptions of Mainstreaming	1.69*	2.01*	1.79
Attitudes Towards Mainstreaming	1.77	1.90	1.80
Learning of LD-X Student in the LD-X Class	1.14	1.21	1.16
Learning of LD-X Student in the Regular Class	1.55	1.73	1.60
Communication Between LD-X Student and LD-X Teacher	1.29	1.21	1.27
Communication Between LD-X Student and Regular Classroom Teacher	1.35*	1.59*	1.42
Perceptions of LD-X Class	1.40	1.47	1.42
Perceptions of Regular Class	1.53	1.58	1.54
OVERALL PERCEPTIONS/ATTITUDES	1.50*	1.61*	1.54
Number of Responses	153	66	219

*Significant difference ($p<.05$) between mean responses of LD-X students in pilot programs and LD-X students in non-pilot programs.

positive perceptions and/or attitudes, students in the pilot programs had significantly more positive overall perceptions and attitudes than students in the non-pilot programs. Their perceptions of mainstreaming and of the communication between themselves and their regular classroom teachers were, in addition, significantly more positive than the corresponding perceptions of students in the non-pilot programs.

Comments were received from a total of 73 students (33% of those who completed the survey instrument), 56 of whom were in pilot programs (37%), 15 in non-pilot programs (23%), and two in unidentified programs. The reader is reminded that the open comments are listed in the Appendix. Comments of students in the pilot programs were generally positive for both the LD-X and regular class. Comments of students in the non-pilot programs tended to be more positive for the regular class than for the special class.

Perceptions and Attitudes of Parents of LD-X Students

Mean responses by school and type of program are listed for the reader in Table C in the Appendix. Area and overall means are summarized by type of program in Table 12.

The overall mean responses of parents of students in the pilot programs, in the non-pilot programs, and across all programs (overall means of 1.94, 2.21, and 2.00, respectively) indicated generally positive perceptions and attitudes towards and relating to the LD-X Program. The majority of Areas received positive mean responses from the parents. None of the Areas were addressed negatively. Learning of LD-X Student in the

TABLE 12

PARENT OF LD-X STUDENT SURVEY RESULTS
AREA AND OVERALL MEAN RESPONSES

Area	Pilot Parents	Non-Pilot Parents	All Parents
Perceptions of Mainstreaming	2.39	2.74	2.46
Attitudes Towards Mainstreaming	1.70	1.75	1.71
Perceptions of LD-X Program	1.70	1.99	1.76
Learning of LD-X Student in the LD-X Class	1.88	2.26	1.97
Learning of LD-X Student in the Regular Class	2.52	2.47	2.51
Communication Between LD-X Student and LD-X Teacher	1.60*	2.11*	1.71
Communication Between LD-X Student and Regular Classroom Teacher	2.46	2.74	2.48
Communication Between LD-X Teacher and Parents of LD-X Students	1.60	1.97	1.68
Communication Between Regular Classroom Teacher and Parents of LD-X Students	2.17*	2.68*	2.28
Communication Between Principal and Parents of LD-X Students	2.17	2.26	2.19
OVERALL PERCEPTIONS/ATTITUDES	1.94	2.21	2.00
Number of Responses	67	19	86

*Significant difference ($p<.05$) between mean responses of parents of LD-X students in pilot programs and parents of LD-X students in non-pilot programs.

Regular Class was perceived neutrally by parents of students in the pilot programs and across all programs. Parents of students in the non-pilot programs expressed neutral responses to: Perceptions of Mainstreaming, Communication Between LD-X Student and Regular Classroom Teacher, and Communication Between Regular Classroom Teacher and Parents of LD-X Students.

Parents of students in the pilot programs had a lower overall mean response than parents of students in the non-pilot programs. They additionally had lower Area mean responses for all of the Areas except Learning of LD-X Student in the Regular Class. Significant differences were derived between the Area mean responses of parents of students in the two types of programs for two Areas: Communication Between LD-X Student and LD-X Teacher and Communication Between Regular Classroom Teacher and Parents of LD-X Students.

It can be concluded from these results, that although the overall and Area mean responses of parents of students in both types of programs indicated generally positive perceptions and/or attitudes, parents of students in the pilot programs had more positive perceptions and/or attitudes than parents of students in the non-pilot programs. Their perceptions of the communication between their LD-X child and his/her LD-X teacher and between themselves and the regular classroom teacher were, furthermore, significantly more positive than the corresponding perceptions of parents of students in the non-pilot programs.

Comments (see Appendix) were received from a total of 48 parents (57% of those who completed a survey instrument),

41 of whom were parents of students in pilot programs (61%), 7 parents of students in non-pilot programs (37%), and two parents of students whose programs were unidentified. Parent comments were generally favorable towards the LD-X Program, in particular, comments of parents of students in the pilot programs.

Perceptions and Attitudes of Regular Classroom Teachers

Mean responses by school and type of program for each item, Area, and over all items are listed for the reader in Table D in the Appendix. Area and overall mean responses are summarized by type of program in Table 13.

The overall mean responses of regular classroom teachers in schools with a pilot program, with a non-pilot program, and across all schools with an LD-X program (overall means of 2.24, 2.38, and 2.28, respectively) revealed generally positive perceptions and attitudes towards and relating to the LD-X Program. The majority of Areas received positive mean responses from the teachers. None of the Areas were addressed negatively. Mainstreaming was perceived neutrally by teachers in schools with a non-pilot program. Their perceptions of LD-X students within the regular class was similarly neutral, as were the perceptions of teachers across the programs regarding this Area. Learning of LD-X Students in the Regular Class and Communication Between Regular Classroom Teacher and Parents of LD-X Students received neutral mean responses from teachers in schools with a pilot program, with a non-pilot program, and across all programs.

Regular classroom teachers in schools with a pilot program had a significantly lower overall mean response, indicating more

TABLE 13

REGULAR CLASSROOM TEACHER SURVEY RESULTS
AREA AND OVERALL MEAN RESPONSES

Area	Pilot Teachers	Non-Pilot Teachers	All Teachers
Perceptions of Mainstreaming	2.31*	2.53*	2.37
Attitudes Towards Mainstreaming	1.84*	2.20*	1.94
Perceptions of LD-X Program	2.10	2.18	2.13
Learning of LD-X Students in the Regular Class	2.67*	2.92*	2.75
Communication Between LD-X Student and Regular Classroom Teacher	2.35	2.45	2.38
Communication Between Regular Classroom Teacher and LD-X Teacher	1.90	2.08	1.95
Communication Between Regular Classroom Teacher and Principal	2.18	2.17	2.18
Communication Between Regular Classroom Teacher and Parents of LD-X Students	2.58	2.66	2.60
Perceptions of LD-X Students Within the Regular Class	2.49	2.56	2.51
OVERALL PERCEPTIONS/ATTITUDES	2.24*	2.38*	2.28
Number of Responses	217	93	310

*Significant difference ($p<.05$) between mean responses of regular classroom teachers in schools with a pilot program and regular classroom teachers in schools with a non-pilot program.

positive overall perceptions and attitudes, than regular classroom teachers in schools with a non-pilot program. They additionally had lower Area mean responses for all of the Areas except Communication Between Regular Classroom Teacher and Principal. Significant differences were obtained for three Areas: Perceptions of Mainstreaming, Attitudes Toward Mainstreaming, and Learning of LD-X Students in the Regular Class.

Similar conclusions can be made from these results as were made for the student and parent surveys. The overall and Area mean responses of regular classroom teachers in schools with either type of LD-X program indicated generally positive perceptions and/or attitudes towards and relating to the LD-X Program. However, teachers in schools with a pilot program had more positive perceptions and/or attitudes than teachers in schools with a non-pilot program. Their overall perceptions and attitudes were significantly more positive, as were their perceptions of mainstreaming, attitudes towards mainstreaming, and perceptions of the learning of LD-X students in their classes.

Open comments (see Appendix) were received from a total of 27 teachers (9% of those who completed a survey instrument), 21 of whom were in schools with a pilot program (10%), and 6 in schools with a non-pilot program (6%). Teachers in schools with a pilot program had generally positive comments regarding the LD-X program in their schools. Comments from teachers in schools with a non-pilot program were more fragmented.

Regular Classroom Teacher Characteristics

Presented in Tables 14 through 19 are the frequency distributions by type of program for the characteristic data of the regular classroom teachers. Regular classroom teachers in the two types of programs were similar in every characteristic except years of teaching experience. Teachers in schools with a non-pilot program tended to have more years of teaching experience than teachers in schools with a pilot program. High percentages of teachers in both types of programs claimed to have: 25-34 students enrolled in their class this school year, one or no LD-X student phased into their class, five or more years of experience teaching special education students in a regular class, no experience teaching a special education class, and no experience or five or more years of experience teaching LD-X type of students.

Correlation coefficients between the teacher characteristics and the Area and overall mean responses are tabulated in Table 20. Relationships between the majority of Areas and teacher characteristics were negative, thus associating more positive perceptions and/or attitudes (lower mean responses) with higher values for the different characteristics of class enrollment and years of experience teaching. More positive overall perceptions and attitudes were significantly associated with teachers characterized by higher class enrollments, more LD-X students enrolled in their classes, more years of experience teaching special education students in a regular class, and more years of experience teaching LD-X type of students. None of the characteristics were

REGULAR CLASSROOM TEACHER CHARACTERISTICS

Table 14

Class Enrollment for the Current School Year

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
19 or less	3.2	0.0	2.3
20-24	13.4	12.9	13.2
25-29	40.6	44.1	41.6
30-34	34.6	38.7	35.8
35 or more	8.3	4.3	7.1
Number of Respondents	217	93	310

Table 15

Number of LD-X Students Enrolled in Class

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
0	39.8	41.9	40.5
1	30.6	31.2	30.7
2	17.1	20.4	18.1
3	6.5	4.3	5.8
4 or more	6.0	2.2	4.9
Number of Respondents	216	93	309

REGULAR CLASSROOM TEACHER CHARACTERISTICS

Table 16

Years of Teaching Experience
(Including Present Year)*

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
1-2	8.8	8.6	8.7
3-5	22.6	22.6	22.6
6-10	35.0	18.3	30.0
11-19	24.4	38.7	28.7
20 or more	9.2	11.8	10.0
Number of Respondents	217	93	310

*Significant difference ($p<.05$) between the distributions of teaching experience of regular classroom teachers in schools with a pilot LD-X program and in schools with a non-pilot LD-X program.

Table 17

Years of Experience Teaching
Special Education Students in a
Regular Class (Including Present Year)

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
0	13.5	13.0	13.4
1	15.3	13.0	14.7
2	8.8	14.1	10.4
3-4	17.7	20.7	18.6
5 or more	44.7	39.1	43.0
Number of Respondents	215	92	307

Table 18

Years of Experience Teaching
a Special Education Class

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
0	88.4	90.3	89.0
1	3.2	2.2	2.9
2	3.7	0.0	2.6
3-4	0.9	1.1	1.0
5 or more	3.7	6.5	4.5
Number of Respondents	216	93	309

Table 19

Years of Experience Teaching LD-X Type
of Students (Including Present Year)

Responses	% of Teachers Who Responded		
	Pilot	Non-Pilot	All
0	28.0	32.3	29.3
1	13.6	10.8	12.7
2	11.2	14.0	12.1
3-4	12.1	15.1	13.0
5 or more	35.0	28.0	32.9
Number of Respondents	214	93	307

TABLE 20

RELATIONSHIPS BETWEEN REGULAR CLASSROOM TEACHER CHARACTERISTICS
AND AREA AND OVERALL MEAN RESPONSES
PEARSON CORRELATION COEFFICIENTS

AREA	Class Enrollment	# of LD-X Students Enrolled in Class	Years of Teaching Experience	Years of Exp. Tchg. Spec. Educ. Stu. in a Regular Class	Years of Exp. Tchg. a Spec. Educ. Class	Years of Exp. Tchg. LD-X Type of Students
Perceptions of Mainstreaming	-0.07	-0.22*	0.02	-0.07	0.07	-0.09
Attitudes Towards Mainstreaming	-0.03	-0.14*	0.12*	-0.09	-0.09	-0.10
Perceptions of LD-X Program	-0.14*	-0.23*	-0.08	-0.21*	0.03	-0.28*
Learning of LD-X Students in the Regular Class	-0.09	-0.10	-0.05	-0.05	-0.02	-0.04
Communication Between LD-X Student and Regular Classroom Teacher	-0.14*	-0.27*	-0.10	-0.19*	0.01	-0.22*
Communication Between Regular Classroom Teacher and LD-X Teacher	-0.12*	-0.39*	-0.01	-0.14*	-0.00	-0.19*
Communication Between Regular Classroom Teacher and Principal	-0.14*	-0.28*	-0.03	-0.10	0.08	-0.19*
Communication Between Regular Classroom Teacher and Parents of LD-X Students	-0.05	-0.10	-0.10	-0.09	0.03	-0.06
Perceptions of LD-X Students Within the Regular Class	-0.16*	-0.29*	-0.11	-0.16*	-0.05	-0.18*
OVERALL PERCEPTIONS/ATTITUDES	-0.16*	-0.33*	-0.05	-0.19*	-0.00	-0.24*

*Significant correlation ($p<.05$) between characteristic and mean response.

significantly related to teacher perceptions of the learning of LD-X students in their classes and the communication between themselves and the parents of LD-X students. Years of teaching experience was significantly correlated with only one Area; teacher attitudes towards mainstreaming. Teachers with more years of teaching experience experienced less favorable attitudes towards mainstreaming. Years of experience teaching a special education class was not related significantly to any Area of concern nor to the overall perceptions and attitudes of the teachers. It was also the only characteristic which tended to be positively related to the majority of Areas.

Perceptions and Attitudes of Principals

Mean responses by school and type of program for each item, Area, and over all items are listed for the reader in Table E in the Appendix. Area and overall mean responses are summarized by type of program in Table 21.

The overall mean responses of principals of schools with a pilot program, with a non-pilot program, and across all schools with an LD-X program (overall means of 1.58, 2.25, and 1.79, respectively) indicated generally positive perceptions and attitudes towards and relating to the LD-X Program. The majority of Areas received positive mean responses from the principals. None of the Areas were addressed negatively. Principals of schools with a non-pilot program perceived mainstreaming and their communication with parents of LD-X students neutrally.

Principals of schools with a pilot program had a significantly lower overall mean response than principals of schools with a non-pilot program. They additionally had lower Area mean

TABLE 21

PRINCIPAL SURVEY RESULTS
AREA AND OVERALL MEAN RESPONSES

Area	Pilot Principals	Non-Pilot Principals	All Principals
Perceptions of Mainstreaming	1.54*	2.72*	1.91
Attitudes Towards Mainstreaming	1.31	1.78	1.46
Perceptions of LD-X Program	1.65	2.42	1.89
Learning of LD-X Students in the LD-X Class	1.46*	2.33*	1.74
Learning of LD-X Students in the Regular Class	1.69*	2.33*	1.89
Communication Between Regular Classroom Teachers and LD-X Teacher	2.31	2.00	2.21
Communication Between LD-X Teacher and Principal	1.27	1.92	1.47
Communication Between Regular Classroom Teachers and Principal	1.50	1.75	1.58
Communication Between Principal and Parents of LD-X Students	2.00	2.75	2.24
OVERALL PERCEPTIONS/ATTITUDES	1.58*	2.25*	1.79*
Number of Responses	13	6	19

*Significant difference ($p<.05$) between mean responses of principals of schools with a pilot program and principals of schools with a non-pilot program.

responses for all of the Areas except Communication Between Regular Classroom Teachers and LD-X Teacher. Significant differences were derived for three Areas: Perceptions of Mainstreaming, Learning of LD-X Students in the LD-X Class, and Learning of LD-X Students in the Regular Class.

These results are consistent with those obtained for the student, parent, and teacher surveys. The overall and Area mean responses of principals of schools with either type of LD-X program indicated generally positive perceptions and/or attitudes towards and relating to the LD-X Program. However, principals of schools with a pilot program had more positive perceptions and/or attitudes than principals of schools with a non-pilot program. Their overall perceptions and attitudes were significantly more positive, as were their perceptions of mainstreaming, the learning of LD-X students in the LD-X class, and the learning of LD-X students in the regular class.

Open comments (see Appendix) were received from a total of nine principals (47% of principals with an LD-X program in their school), five of whom were principals of schools with a pilot program and four of schools with a non-pilot program. Comments were generally favorable towards the LD-X Program.

SUMMARY

Results of a descriptive study conducted by the Research and Evaluation Department on the Mesa Public Schools Learning

Disability-Extended Program can briefly be summarized as follows:

1. There are approximately four times as many males as females in the LD-X student population.
2. On the average, LD-X students first entered a special education program at age seven years and ten months and in the second grade.
3. The majority of LD-X students were initially enrolled in a special education program other than LD-X; most commonly in the LD-R Program.
4. LD-X students have spent, on the average, a total of 26 months in special education programs. They have been enrolled in the LD-X Program for about 17 months, and if previously enrolled in another special education program, spent approximately 14 months in that program.
5. The degree of phasing of LD-X students into the regular classes is significantly higher from the fall semester through the spring semester for students in the pilot programs than for students in the non-pilot programs. Changes in phasing from the fall to the spring semester are not significant for either type of program nor significantly different between the two types of programs.
6. LD-X students, parents of LD-X students, regular classroom teachers, and principals had generally positive perceptions and attitudes towards and relating to the LD-X Program. Respondents from schools with a pilot

program tended to have more positive perceptions and attitudes than respondents from schools with a non-pilot program. Significant differences obtained between the Area and overall mean responses of respondents from the two types of programs are identified in Table 22. In every case, respondents from schools with a pilot program had lower mean responses, indicating more positive perceptions and/or attitudes. It should be noted that LD-X students, regular classroom teachers, and principals from schools with a pilot program expressed significantly more positive overall perceptions and attitudes than the corresponding group of respondents from schools with a non-pilot program.

TABLE 22

SIGNIFICANT DIFFERENCES BETWEEN CORRESPONDING RESPONDENTS
FROM SCHOOLS WITH A PILOT PROGRAM AND
FROM SCHOOLS WITH A NON-PILOT PROGRAM

Area	Group of Respondents
Perceptions of Mainstreaming	LD-X Students, Regular Classroom Teachers, and Principals
Attitudes Towards Mainstreaming	Regular Classroom Teachers
Learning of LD-X Students in the LD-X Class	Principals
Learning of LD-X Students in the Regular Class	Regular Classroom Teachers and Principals
Communication Between LD-X Student and LD-X Teacher	Parents of LD-X Students
Communication Between LD-X Student and Regular Classroom Teacher	LD-X Students
Communication Between Regular Classroom Teacher and Parents of LD-X Students	Parents of LD-X Students
OVERALL PERCEPTIONS/ATTITUDES	LD-X Students, Regular Classroom Teachers, and Principals

APPENDIX

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SURVEY INSTRUMENTS

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LD-X TEACHER_____ PHASING CHECKLIST DATE:_____

SCHOOL_____

PROGRAM_____

Student Name	Hours/Minutes in LD-X Class Per Day	(✓) Participation in a Regular Class on a Regularly Scheduled Basis							
		Lunch/ Recess	Music	Art	P.E.	Social Studies	Science	Health	Basic Skill Classes (Specify)

LD-X PROGRAM SURVEY
LD-X STUDENT

School_____ Grade_____

Directions: Read each statement carefully. Circle "A" if you agree with the statement, "B" if you have no opinion on the statement, and "C" if you disagree with the statement. Please circle a choice for every statement.

	AGREE	NO OPINION	DISAGREE
1. I am going to my regular class as often as I think I am capable of.	A	B	C
2. I am going to my regular class more often than I think I am capable of.	A	B	C
3. I am going to my regular class as often as I would like to.	A	B	C
4. I am going to my regular class more often than I would like to.	A	B	C
5. This year, I am going to a regular class more often than I did last year.	A	B	C
6. I like having both a special and a regular class.	A	B	C
7. I would rather have only one class; either a special or a regular class.	A	B	C
8. I would like to continue going to a regular class next year.	A	B	C

	AGREE	NO OPINION	DISAGREE
9. I am learning a lot in my special class.	A	B	C
10. I study hard in my special class.	A	B	C
11. When I am in my special class, I participate fully in its activities.	A	B	C
12. I feel comfortable in my special class.	A	B	C
13. I like going to my special class.	A	B	C
14. I have many friends in my special class.	A	B	C
15. My special class teacher is helpful.	A	B	C
16. I can easily talk to my special class teacher.	A	B	C

	AGREE	NO OPINION	DISAGREE
17. I am learning a lot in my regular class.	A	B	C
18. I study hard in my regular class.	A	B	C
19. In my regular class, I am assigned the same work as the other students.	A	B	C
20. When I am in my regular class, I participate fully in its activities.	A	B	C
21. I feel comfortable in my regular class.	A	B	C
22. I like going to my regular class.	A	B	C
23. I have many friends in my regular class.	A	B	C
24. My regular class teacher is helpful.	A	B	C
25. I can easily talk to my regular class teacher.	A	B	C

You are invited to comment further on your special and regular classes. Please write your comments below.

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R & E, 3/82

LD-X PROGRAM SURVEY
PARENT OF LD-X STUDENT

School LD-X Child Attends: _____

Grade Level of LD-X Child: _____

Directions: Read each statement carefully. Put an X in the column that best describes how you feel about each statement. Please make a response to every statement. (Note: "Regular class" refers to a nonspecial-education class. "Mainstreamed" refers to the inclusion of your child in a regular class for certain activities.)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. My child is mainstreamed to the extent that he/she is capable of in his/her school.	A	B	C	D	E
2. My child is mainstreamed more than he/she is capable of in his/her school.	A	B	C	D	E
3. This year, my child is being mainstreamed in a regular class for more activities than he/she did last year.	A	B	C	D	E
4. I would like my child to continue to be mainstreamed next year.	A	B	C	D	E
5. It is beneficial to my child to be mainstreamed with children in a regular class.	A	B	C	D	E
6. It can be detrimental to children in a regular class when they have to share the class with my child.	A	B	C	D	E
7. My child is learning to make the most of his/her abilities through the LD-X Program.	A	B	C	D	E
8. My child is improving in his/her learning abilities as a result of the LD-X Program.	A	B	C	D	E
9. The LD-X Program is successfully helping to improve my child's attitude towards school.	A	B	C	D	E
10. The LD-X Program is successfully helping to improve my child's self-concept.	A	B	C	D	E
11. My child is learning an adequate amount in his/her LD-X class.	A	B	C	D	E
12. My child is learning an adequate amount in his/her regular class.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13. The communication between my child and the LD-X teacher is adequate in meeting my child's educational needs.	A	B	C	D	E
14. The communication between my child and his/her regular classroom teacher is adequate in meeting my child's educational needs.	A	B	C	D	E
15. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	A	B	C	D	E
16. Communication between myself and the LD-X teacher is adequate in meeting my child's educational needs.	A	B	C	D	E
17. I receive assistance and/or cooperation from my child's regular classroom teacher whenever I request it.	A	B	C	D	E
18. Communication between myself and my child's regular classroom teacher is adequate in meeting my child's educational needs.	A	B	C	D	E
19. I receive assistance and/or cooperation from the principal concerning my child whenever I request it.	A	B	C	D	E
20. Communication between myself and the principal is adequate in meeting my child's educational needs.	A	B	C	D	E

You are invited to comment further on the LD-X program in your child's school. Please write your comments below.

LD-X PROGRAM SURVEY
REGULAR CLASSROOM TEACHER

Dear Teacher:

The Research and Evaluation Department of the Mesa Public Schools would like to know what your perceptions are of the LD-X (Learning Disability-Extended) students and the LD-X Program in your school. Please respond appropriately and immediately to the attached survey instrument.

Using a #2 pencil, print and bubble in the following information on the enclosed answer sheet:

a. School - name of school where you are teaching.
b. Grade - grade level you are teaching.
c. SCH - code of school where you are teaching.
d. GR - grade level you are teaching.

Bubble in items 1 through 6 on the answer sheet as follows:

1.	Number of students in your class this year.	(A) 19 or less	(B) 20-24	(C) 25-29	(D) 30-34	(E) 35 or more
2.	Number of LD-X students in your class this year.	(A) 0	(B) 1	(C) 2	(D) 3	(E) 4 or more
3.	Years of teaching experience (including present year).	(A) 1-2	(B) 3-5	(C) 6-10	(D) 11-19	(E) 20 or more
4.	Years of experience teaching special education students in a regular class (including present year).	(A) 0	(B) 1	(C) 2	(D) 3-4	(E) 5 or more
5.	Years of experience teaching a special education class.	(A) 0	(B) 1	(C) 2	(D) 3-4	(E) 5 or more
6.	Years of experience teaching LD-X type of students (including present year).	(A) 0	(B) 1	(C) 2	(D) 3-4	(E) 5 or more

Turn to the next page, read the directions, then complete the questionnaire. Please return the questionnaire and completed answer sheet to your school secretary by Friday, April 9, 1982.

Thank you for your timely cooperation.

Carol R. Ayabe, Administrative Assistant
Research and Evaluation
Mesa Public Schools

LD-X PROGRAM SURVEY
REGULAR CLASSROOM TEACHER

Directions: Read each statement carefully. Select the letter that best describes how you feel about the statement, then fill in the corresponding circle on the answer sheet. Please make a response to every statement. You should have already responded to items 1 through 6 according to the preceding letter. (Note: "Mainstreamed" refers to the inclusion of LD-X students in regular classes for certain activities.)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
7. LD-X students are mainstreamed to the extent that they are capable of in my school.	A	B	C	D	E
8. LD-X students are mainstreamed more than they are capable of in my school.	A	B	C	D	E
9. This year, more LD-X students are mainstreamed than last year.	A	B	C	D	E
10. This year, I have more LD-X students mainstreamed in my class than I did last year.	A	B	C	D	E
11. This year, LD-X students are mainstreamed in my class for more activities than last year.	A	B	C	D	E
12. Mainstreaming of LD-X students should be continued next year.	A	B	C	D	E
13. It is beneficial to LD-X students to be mainstreamed with students in a regular class.	A	B	C	D	E
14. It is detrimental to students in a regular class when they have to share the class with an LD-X student.	A	B	C	D	E
15. LD-X students are learning to make the most of their abilities through the LD-X Program.	A	B	C	D	E
16. LD-X students are improving in their learning abilities as a result of the LD-X Program.	A	B	C	D	E
17. The LD-X Program is successfully helping to improve the attitudes of LD-X students towards school.	A	B	C	D	E

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
18. The LD-X Program is successfully helping to improve the self-concepts of LD-X students.	A	B	C	D	E
19. LD-X students are learning an adequate amount in my class.	A	B	C	D	E
20. LD-X students study hard in my class.	A	B	C	D	E
21. In my class, LD-X students are taught no differently than the other students.	A	B	C	D	E
22. While in my class, LD-X students participate fully in the activities.	A	B	C	D	E
23. Behaviors of LD-X students are within acceptable limits in my class.	A	B	C	D	E
24. LD-X students are accepted as regular class members by the other students in my class.	A	B	C	D	E
25. Communication between an LD-X student and myself is adequate in meeting his/her educational needs.	A	B	C	D	E
26. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	A	B	C	D	E
27. Communication between myself and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E
28. I receive assistance and/or cooperation from the principal concerning LD-X students whenever I request it.	A	B	C	D	E
29. Communication between myself and the principal is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E
30. I receive assistance and/or cooperation from the parents of LD-X students whenever I request it.	A	B	C	D	E
31. Communication between myself and the parents of LD-X students is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E

You are invited to comment further on the LD-X program in your school. Please write you comments on the attached blank sheet of paper.

LD-X PROGRAM SURVEY
PRINCIPAL

Directions: Read each statement carefully. Put an X in the column that best describes how you feel about each statement. Please mark a response to every statement. (Note: "Regular classes" refers to nonspecial-education classes. "Mainstreamed" refers to the inclusion of LD-X students in regular classes for certain activities.)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. LD-X students are mainstreamed to the extent that they are capable of in my school.	A	B	C	D	E
2. LD-X students are mainstreamed more than they are capable of in my school.	A	B	C	D	E
3. This year, more LD-X students are mainstreamed than last year.	A	B	C	D	E
4. This year, LD-X students are mainstreamed in regular classes for more activities than last year.	A	B	C	D	E
5. Mainstreaming of LD-X students should be continued next year.	A	B	C	D	E
6. It is beneficial to LD-X students to be mainstreamed with students in a regular class.	A	B	C	D	E
7. It is detrimental to students in a regular class when they have to share the class with an LD-X student.	A	B	C	D	E
8. LD-X students are learning to make the most of their abilities through the LD-X Program.	A	B	C	D	E
9. LD-X students are improving in their learning abilities as a result of the LD-X Program.	A	B	C	D	E
10. The LD-X Program is successfully helping to improve the attitudes of LD-X students towards school.	A	B	C	D	E
11. The LD-X Program is successfully helping to improve the self-concepts of LD-X students.	A	B	C	D	E
12. LD-X students are learning an adequate amount in their LD-X class.	A	B	C	D	E
13. LD-X students are learning an adequate amount in their regular classes.	A	B	C	D	E

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	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
14. The communication between regular classroom teachers and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E
15. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	A	B	C	D	E
16. Communication between myself and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E
17. I receive assistance and/or cooperation from the regular classroom teachers concerning LD-X students whenever I request it.	A	B	C	D	E
18. Communication between myself and the regular classroom teachers is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E
19. I receive assistance and/or cooperation from the parents of LD-X students whenever I request it.	A	B	C	D	E
20. Communication between myself and the parents of LD-X students is adequate in meeting the educational needs of LD-X students.	A	B	C	D	E

You are invited to comment further on the LD-X program in your school. Please write your comments below.

RESULTS BY SCHOOL AND TYPE OF PROGRAM

TABLE A

PERCENT OF LD-X STUDENTS FROM EACH SCHOOL PARTICIPATING IN REGULAR CLASSES IN FALL AND SPRING SEMESTERS

Pilot Schools	Number of Students In LD-X Classes for Both Semesters	Lunch/Recess		Music		Art		P.E.		Social Studies		Science		Health		Basic Skills	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Alma	9	100	100	100	100	0	0	100	100	0	0	0	0	0	0	11	11
Eisenhower	11	91	91	91	91	0	0	91	91	0	0	0	0	0	0	0	0
Hale	10	100	100	100	100	50	50	100	100	0	30	10	30	0	20	60	70
Jefferson	6	100	100	100	100	100	83	100	100	67	67	17	67	33	67	83	83
Jordan	10	100	100	100	100	100	100	100	100	100	90	100	90	100	90	20	40
Keller	11	100	100	100	100	100	100	100	100	100	100	100	100	100	100	45	9
Lowell	10	100	100	100	100	100	100	100	100	80	30	50	30	50	60	0	0
Roosevelt	12	50	58	100	100	33	25	100	100	25	33	25	33	25	25	33	50
Salk	7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	0	0
Stevenson	9	100	100	100	100	67	33	100	100	100	67	100	67	100	56	22	22
Taft	10	100	100	100	100	100	100	100	100	100	100	100	100	100	100	50	60
Webster	12	100	100	100	100	100	92	100	100	100	92	100	92	100	92	0	33
Whitman	12	100	100	100	100	75	92	100	100	42	42	25	42	42	42	42	25
Total	129	85	95	99	99	70	67	99	99	61	57	56	57	57	57	27	30
Non-Pilot Schools																	
Adams	10	100	100	100	100	0	0	100	100	20	0	20	0	0	0	10	10
Highland	8	100	100	100	100	0	0	100	100	0	0	13	13	0	0	50	63
Holmes	11	100	100	100	100	0	0	100	100	0	9	0	9	0	0	0	9
Lehi	8	100	100	100	100	75	75	100	100	38	38	63	25	50	25	38	25
Longfellow	12	100	100	0	8	0	8	100	100	0	8	0	8	0	8	8	8
Redbird	13	0	0	92	92	31	23	100	92	0	0	0	0	0	0	8	46
Total	62	79	79	79	81	16	16	100	98	8	8	13	8	6	5	16	26

TABLE B

LD-X STUDENT RESPONSES PER SCHOOL AND TYPE OF PROGRAM
AREA AND ITEM MEANS

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Students	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Students	All LD-X Students
Perceptions of Mainstreaming (Items 1, 3, 5)	1.48	1.33	1.61	1.73	1.78	1.67	1.74	1.91	1.44	1.91	1.46	1.82	1.97	1.69	1.87	2.26	2.03	1.63	1.97	2.21	2.01	1.79
1. I am going to my regular class as often as I think I am capable of.	1.27	1.75	1.73	2.09	1.53	1.31	1.69	1.73	1.23	1.79	1.46	1.33	1.69	1.56	1.92	2.33	1.36	1.13	1.46	2.00	1.73	1.61
*2. I am going to my regular class more often than I think I am capable of.	2.82	2.75	2.00	2.73	2.20	2.31	2.23	2.55	1.69	2.29	1.73	2.22	2.08	2.26	2.08	2.22	2.55	2.13	2.64	2.71	2.41	2.30
3. I am going to my regular class as often as I would like to.	1.46	1.25	1.73	1.55	2.13	2.08	1.69	2.18	1.46	2.43	1.55	2.33	2.15	1.87	1.92	2.33	2.18	2.25	2.00	2.36	2.17	1.96
*4. I am going to my regular class more often than I would like to.	2.54	2.75	2.27	2.18	2.47	1.92	2.15	2.55	1.54	2.64	2.55	2.11	2.15	2.28	2.62	2.44	2.18	2.13	1.82	2.71	2.35	2.30
5. This year, I am going to a regular class more often than I did last year.	1.73	1.50	1.36	1.55	1.67	1.62	1.85	1.82	1.62	1.50	1.36	1.78	2.08	1.65	1.77	2.11	2.55	1.50	2.46	2.29	2.14	1.80
Attitudes Towards Mainstreaming (Items 6-8)	1.85	1.50	1.76	1.79	1.40	1.82	1.72	2.03	2.18	1.69	1.61	1.89	1.74	1.77	1.64	1.89	1.67	1.96	1.79	2.38	1.90	1.80
6. I like having both a special and a regular class.	2.27	1.50	1.55	1.82	1.27	1.85	1.69	1.64	1.39	1.43	1.36	1.78	1.62	1.61	1.23	1.67	1.55	1.50	1.73	2.50	1.73	1.65
**7. I would rather have two classes, a special and a regular class.	1.82	1.50	2.46	2.27	1.47	2.08	2.08	2.27	2.62	2.64	2.36	2.44	2.00	2.16	2.31	2.33	2.09	2.75	2.09	2.79	2.39	2.23

*Excluded from Area mean.

TABLE B (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Students	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Students	All LD-X Students
8. I would like to continue going to a regular class next year.	1.46	1.50	1.27	1.27	1.47	1.54	1.39	2.18	2.54	1.00	1.09	1.44	1.62	1.52	1.39	1.67	1.36	1.63	1.55	1.86	1.58	1.54
Learning of LD-X Student in the LD-X Class (Item 9)	1.09	1.00	1.18	1.36	1.20	1.15	1.08	1.00	1.23	1.07	1.09	1.00	1.31	1.14	1.08	1.11	1.27	1.25	1.27	1.29	1.21	1.16
9. I am learning a lot in my special class.	1.09	1.00	1.18	1.36	1.20	1.15	1.08	1.00	1.23	1.07	1.09	1.00	1.31	1.14	1.08	1.11	1.27	1.25	1.27	1.29	1.21	1.16
Learning of LD-X Student in the Regular Class (Item 17)	1.09	1.00	1.64	1.73	1.47	1.62	2.08	1.82	1.31	1.43	1.73	1.44	1.62	1.55	1.46	1.44	1.46	1.75	2.00	2.14	1.73	1.60
17. I am learning a lot in my regular class.	1.09	1.00	1.64	1.73	1.47	1.62	2.08	1.82	1.31	1.43	1.73	1.44	1.62	1.55	1.46	1.44	1.46	1.75	2.00	2.14	1.73	1.60
Communication Between LD-X Student and LD-X Teacher (Items 15-16)	1.23	1.00	1.00	1.54	1.10	1.35	1.27	1.14	1.31	1.50	1.27	1.39	1.58	1.29	1.15	1.22	1.14	1.31	1.14	1.32	1.21	1.27
15. My special class teacher is helpful.	1.18	1.00	1.00	1.36	1.07	1.15	1.08	1.00	1.31	1.36	1.18	1.44	1.62	1.22	1.15	1.00	1.09	1.25	1.00	1.07	1.09	1.18
16. I can easily talk to my special class teacher.	1.27	1.00	1.00	1.73	1.13	1.54	1.46	1.27	1.31	1.64	1.36	1.33	1.54	1.37	1.15	1.44	1.18	1.38	1.27	1.57	1.33	1.36
Communication Between LD-X Student and Regular Classroom Teacher (Items 24-25)	1.00	1.00	1.36	1.27	1.17	1.35	1.46	1.50	1.31	1.86	1.59	1.17	1.35	1.35	1.73	1.22	1.09	1.94	1.96	1.61	1.59	1.42
24. My regular class teacher is helpful.	1.00	1.00	1.36	1.27	1.00	1.39	1.39	1.36	1.15	1.43	1.64	1.11	1.23	1.26	1.62	1.11	1.00	1.63	1.73	1.36	1.41	1.31

TABLE B (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Students	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Students	All LD-X Students
25. I can easily talk to my regular class teacher.	1.00	1.00	1.36	1.27	1.33	1.31	1.54	1.64	1.46	2.29	1.55	1.22	1.46	1.44	1.85	1.33	1.18	2.25	2.18	1.86	1.77	1.54
Perceptions of LD-X Class (Items 10-14)	1.20	1.08	1.29	1.49	1.39	1.49	1.46	1.33	1.32	1.71	1.51	1.42	1.39	1.40	1.34	1.47	1.51	1.40	1.29	1.76	1.47	1.42
10. I study hard in my special class.	1.27	1.00	1.55	1.18	1.33	1.46	1.46	1.09	1.23	1.79	1.18	1.00	1.39	1.31	1.31	1.33	1.09	1.50	1.18	1.64	1.35	1.32
11. When I am in my special class, I participate fully in its activities.	1.27	1.00	1.00	1.91	1.33	1.77	1.46	1.18	1.46	1.71	1.73	1.11	1.15	1.41	1.15	1.89	1.27	1.13	1.18	1.71	1.39	1.41
12. I feel comfortable in my special class.	1.09	1.00	1.36	1.46	1.67	1.54	1.54	1.64	1.39	1.64	1.82	1.56	1.85	1.52	1.31	1.33	1.64	1.66	1.55	2.07	1.61	1.55
13. I like going to my special class.	1.18	1.13	1.55	1.64	1.47	1.54	1.31	1.46	1.31	1.86	1.64	2.11	1.39	1.50	1.69	1.67	1.82	1.50	1.46	2.14	1.74	1.58
14. I have many friends in my special class.	1.18	1.25	1.00	1.27	1.33	1.15	1.54	1.27	1.23	1.57	1.18	1.33	1.15	1.28	1.23	1.11	1.73	1.25	1.09	1.21	1.27	1.27
Perceptions of Regular Class (Items 18-23)	1.35	1.56	1.79	1.49	1.40	1.46	1.58	1.65	1.55	1.70	1.56	1.33	1.42	1.53	1.46	1.50	1.27	1.60	1.91	1.70	1.58	1.54
18. I study hard in my regular class.	1.18	1.50	1.91	1.46	1.33	1.31	1.46	1.55	1.54	1.71	1.64	1.22	1.31	1.47	1.62	1.33	1.88	1.63	2.00	1.79	1.67	1.53
19. In my regular class, I am assigned the same work as the other students.	2.46	3.00	2.36	1.73	1.80	1.69	1.92	1.27	1.62	2.07	1.36	2.22	1.92	1.92	1.23	1.44	1.55	1.63	2.00	2.14	1.68	1.85

TABLE B (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Students	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Students	All LD-X Students
20. When I am in my regular class, I participate fully in its activities.	1.27	1.75	1.36	1.82	1.27	1.54	1.23	1.09	1.62	1.86	1.46	1.11	1.31	1.44	1.23	1.89	1.09	1.88	2.00	1.71	1.61	1.49
21. I feel comfortable in my regular class.	1.09	1.00	1.73	1.27	1.40	1.39	2.00	2.27	1.54	1.86	2.27	1.00	1.39	1.58	1.54	1.89	1.18	1.50	2.18	1.64	1.65	1.60
22. I like going to my regular class.	1.09	1.00	1.27	1.55	1.33	1.54	1.62	1.82	1.62	1.43	1.46	1.22	1.31	1.42	1.46	1.44	1.18	1.50	1.55	1.64	1.47	1.43
23. I have many friends in my regular class.	1.00	1.13	2.09	1.09	1.27	1.31	1.23	1.91	1.39	1.29	1.18	1.22	1.31	1.34	1.69	1.00	1.09	1.50	1.73	1.29	1.39	1.36
OVERALL PERCEPTIONS/ATTITUDES	1.34	1.27	1.51	1.55	1.39	1.52	1.56	1.58	1.50	1.69	1.51	1.47	1.54	1.50	1.49	1.58	1.46	1.60	1.68	1.83	1.61	1.54
Number of Responses	11	8	11	11	15	13	13	11	13	14	11	9	13	153	13	9	11	8	11	14	66	219

TABLE C

PARENT RESPONSES PER SCHOOL AND TYPE OF PROGRAM
AREA AND ITEM MEANS

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Parents	Adams	Highland	Holmes	Lahl	Longfellow	Redbird	Non-Pilot Parents	All Parents
Perceptions of Mainstreaming (Items 1,3)	2.70	3.17	1.92	2.20	2.20	2.25	2.30	NR	2.50	2.00	3.00	2.07	2.60	2.39	2.80	NR	3.29	2.00	2.33	NR	2.74	2.46
1. My child is mainstreamed to the extent that he/she is capable of in his/her school.	2.40	3.16	1.50	2.00	1.40	1.88	1.80	NR	2.50	1.60	2.00	2.14	2.40	2.09	2.20	NR	2.71	1.75	2.33	NR	2.32	2.14
*2. My child is mainstreamed more than he/she is capable of in his/her school.	3.80	4.00	4.17	2.80	3.40	3.75	3.40	NR	3.00	4.60	4.00	4.00	4.20	3.78	3.80	NR	4.00	4.00	3.67	NR	3.89	3.80
3. This year, my child is being mainstreamed in a regular class for more activities than he/she did last year.	3.00	3.17	2.33	2.40	3.00	2.62	2.80	NR	2.50	2.40	4.00	2.00	2.80	2.67	3.40	NR	3.86	2.25	2.33	NR	3.16	2.78
Attitudes Towards Mainstreaming (Items 4-6)	2.07	1.89	1.39	1.73	1.80	1.46	1.73	NR	2.08	1.33	2.00	1.43	1.60	1.70	1.87	NR	1.67	1.42	2.22	NR	1.75	1.71
4. I would like my child to continue to be mainstreamed next year.	2.10	2.33	1.17	1.60	1.80	1.25	1.60	NR	2.25	1.20	1.00	1.29	1.40	1.63	2.20	NR	1.71	1.50	2.00	NR	1.84	1.67
5. It is beneficial to my child to be mainstreamed with children in a regular class.	2.20	1.83	1.00	1.40	2.00	1.62	1.40	NR	1.50	1.20	2.00	1.14	1.40	1.57	1.40	NR	1.57	1.75	1.67	NR	1.58	1.57
**6. It is not detrimental to children in a regular class when they have to share the class with my child.	1.90	1.50	2.00	2.20	1.60	1.50	2.20	NR	2.50	1.60	3.00	1.86	2.00	1.91	2.00	NR	1.71	1.00	3.00	NR	1.84	1.90

*Excluded from Area mean.

TABLE C (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Parents	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Parents	All Parents
Perceptions of LD-X Program (Items 7-10)	1.25	1.54	1.71	1.80	1.35	1.69	2.50	NR	2.56	1.10	1.00	1.75	2.20	1.70	2.05	NR	2.36	1.88	1.17	NR	1.99	1.76
7. My child is learning to make the most of his/her abilities through the LD-X Program.	1.30	1.50	1.50	1.80	1.20	1.75	2.40	NR	2.75	1.00	1.00	1.71	2.60	1.70	2.20	NR	2.29	2.00	1.33	NR	2.05	1.78
8. My child is improving in his/her learning abilities as a result of the LD-X Program.	1.10	1.50	1.50	1.20	1.00	1.38	2.40	NR	2.50	1.00	1.00	1.57	2.20	1.51	1.80	NR	2.14	1.25	1.00	NR	1.68	1.55
9. The LD-X Program is successfully helping to improve my child's attitude towards school.	1.30	1.67	2.17	2.20	1.40	1.75	2.80	NR	2.50	1.20	1.00	1.86	2.20	1.84	2.40	NR	2.43	2.25	1.00	NR	2.16	1.91
10. The LD-X Program is successfully helping to improve my child's self-concept.	1.30	1.50	1.67	2.00	1.80	1.88	2.40	NR	2.50	1.20	1.00	1.86	1.80	1.75	1.80	NR	2.57	2.00	1.33	NR	2.05	1.81
Learning of LD-X Student in the LD-X Class (Item 11)	1.70	1.50	1.50	1.60	1.80	2.12	2.80	NR	2.75	1.20	1.00	1.71	2.60	1.88	2.20	NR	2.57	2.25	1.67	NR	2.26	1.97
11. My child is learning an adequate amount in his/her LD-X Class.	1.70	1.50	1.50	1.60	1.80	2.12	2.80	NR	2.75	1.20	1.00	1.71	2.60	1.88	2.20	NR	2.57	2.25	1.67	NR	2.26	1.97

TABLE C (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Parents	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Parents	All Parents
Learning of LD-X Students in the Regular Class (Item 12)	3.00	3.50	2.17	2.00	3.00	2.38	2.80	NR	2.50	2.00	1.00	2.00	2.40	2.52	2.80	NR	2.14	2.25	3.00	NR	2.47	2.51
12. My child is learning an adequate amount in his/her regular class.	3.00	3.50	2.17	2.00	3.00	2.38	2.80	NR	2.50	2.00	1.00	2.00	2.40	2.52	2.80	NR	2.14	2.25	3.00	NR	2.47	2.51
Communication Between LD-X Student and LD-X Teacher (Item 13)	1.30	1.50	1.33	1.40	1.80	1.50	2.40	NR	2.50	1.20	1.00	1.57	1.80	1.60	2.40	NR	2.29	1.75	1.67	NR	2.11	1.71
13. The communication between my child and the LD-X teacher is adequate in meeting my child's educational needs.	1.30	1.50	1.33	1.40	1.80	1.50	2.40	NR	2.50	1.20	1.00	1.57	1.80	1.60	2.40	NR	2.29	1.75	1.67	NR	2.11	1.71
Communication Between LD-X Student and Regular Classroom Teacher (Item 14)	2.80	2.83	2.67	1.60	3.00	2.38	3.00	NR	2.75	1.60	1.00	1.86	2.00	2.40	3.00	NR	2.57	2.50	3.00	NR	2.74	2.48
14. The communication between my child and his/her regular classroom teacher is adequate in meeting my child's educational needs.	2.80	2.83	2.67	1.60	3.00	2.38	3.00	NR	2.75	1.60	1.00	1.86	2.00	2.40	3.00	NR	2.57	2.50	3.00	NR	2.74	2.48

TABLE C (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Parents	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Parents	All Parents
Communication Between LD-X Teacher and Parents of LD-X Students (Items 15-16)	1.55	1.75	1.25	1.40	1.20	1.56	2.10	NR	2.25	1.20	1.00	1.93	1.70	1.60	2.30	NR	2.07	1.38	2.00	NR	1.97	1.68
15. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	1.50	1.67	1.17	1.40	1.20	1.62	2.00	NR	2.00	1.20	1.00	2.00	1.60	1.57	1.60	NR	1.86	1.25	2.00	NR	1.68	1.59
16. Communication between myself and the LD-X teacher is adequate in meeting my child's educational needs.	1.60	1.83	1.33	1.40	1.20	1.50	2.20	NR	2.50	1.20	1.00	1.86	1.80	1.64	3.00	NR	2.29	1.50	2.00	NR	2.26	1.78
Communication Between Regular Classroom Teacher and Parents of LD-X Students (Items 17-18)	2.35	3.08	2.58	1.50	1.90	2.12	2.90	NR	2.50	1.60	1.00	1.79	1.60	2.17	2.80	NR	2.50	2.75	2.83	NR	2.68	2.28
17. I receive assistance and/or cooperation from my child's regular classroom teacher whenever I request it.	2.20	2.83	2.50	1.40	1.80	2.12	2.60	NR	2.50	1.60	1.00	1.71	1.60	2.07	2.80	NR	2.29	3.00	2.67	NR	2.63	2.20
18. Communication between myself and my child's regular classroom teacher is adequate in meeting my child's educational needs.	2.50	3.33	2.67	1.60	2.00	2.12	3.20	NR	2.50	1.60	1.00	1.86	1.60	2.27	2.80	NR	2.71	2.50	3.00	NR	2.74	2.37

TABLE C (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Parents	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Parents	All Parents
Communication Between Principal and Parents of LD-X Students (Items 19-20)	2.35	2.67	2.00	1.40	2.20	2.31	2.40	NR	2.50	1.40	1.00	2.29	2.10	2.17	2.60	NR	2.21	1.50	2.83	NR	2.26	2.19
19. I receive assistance and/or cooperation from the principal concerning my child whenever I request it.	2.30	2.67	2.00	1.40	2.20	2.25	2.20	NR	2.50	1.40	1.00	2.29	1.80	2.12	2.60	NR	2.14	1.50	3.00	NR	2.26	2.15
20. Communication between myself and the principal is adequate in meeting my child's educational needs.	2.40	2.67	2.00	1.40	2.20	2.38	2.60	NR	2.50	1.40	1.00	2.29	2.40	2.22	2.60	NR	2.29	1.50	2.67	NR	2.26	2.23
OVERALL PERCEPTIONS/ATTITUDES	1.99	2.23	1.80	1.68	1.86	1.88	2.40	NR	2.45	1.41	1.37	1.83	2.01	1.94	2.38	NR	2.32	1.88	2.14	NR	2.21	2.00
Number of Responses	10	6	6	5	5	8	5	0	4	5	1	7	5	67	5	0	7	4	3	0	19	86

TABLE D

REGULAR CLASSROOM TEACHER RESPONSES PER SCHOOL AND TYPE OF PROGRAM
AREA AND ITEM MEANS

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Teachers	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Teachers	All Teachers
Perceptions of Mainstreaming (Items 7,9)	2.25	1.93	2.36	2.31	2.50	2.52	2.55	2.10	2.30	2.27	2.22	2.25	2.12	2.31	2.68	2.41	3.00	2.10	2.70	2.41	2.53	2.37
7. LD-X students are mainstreamed to the extent that they are capable of in my school.	2.03	1.57	1.78	1.75	2.04	2.27	1.90	1.80	1.90	1.87	1.85	2.12	1.79	1.93	2.30	1.91	2.80	1.73	2.33	1.82	2.11	1.99
*8. LD-X students are mainstreamed more than they are capable of in my school.	3.53	3.86	3.50	3.88	3.61	3.64	3.90	3.80	3.40	3.73	3.85	3.75	3.71	3.67	3.60	3.91	3.40	3.93	3.27	3.86	3.68	3.67
9. This year, more LD-X students are mainstreamed than last year.	2.47	2.29	2.94	2.88	2.96	2.77	3.20	2.40	2.70	2.67	2.60	2.38	2.46	2.68	3.05	2.91	3.20	2.47	3.07	3.00	2.95	2.76
*10. This year, I have more LD-X students mainstreamed in my class than I did last year.	2.70	2.29	3.39	2.88	3.13	3.27	3.10	2.20	2.60	3.00	3.15	2.62	3.08	2.97	3.50	3.18	3.30	3.00	3.53	3.59	3.39	3.09
*11. This year, LD-X students are mainstreamed in my class for more activities than last year.	2.63	2.57	3.17	2.81	3.18	3.36	3.30	2.80	2.90	2.53	2.95	2.69	2.83	2.92	3.30	2.73	3.40	2.47	3.53	3.32	3.15	2.99
Attitudes Towards Mainstreaming (Items 12-14)	2.09	1.90	1.89	2.08	1.78	1.77	1.40	2.40	1.97	1.73	1.63	2.00	1.53	1.84	2.35	2.06	2.43	1.69	2.53	2.14	2.20	1.94
12. Mainstreaming of LD-X students should be continued next year.	2.17	1.86	1.89	2.06	1.91	1.91	1.40	2.60	2.10	1.67	1.55	1.94	1.50	1.86	2.25	2.00	2.50	1.73	2.40	2.14	2.16	1.95

*Excluded from Area mean.

TABLE D (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Teachers	Adams	Highland	Holmes	Lahi	Longfellow	Redbird	Non-Pilot Teachers	All Teachers
13. It is beneficial to LD-X students to be mainstreamed with students in a regular class.	2.00	1.71	1.83	1.94	1.70	1.68	1.50	2.40	1.90	1.53	1.60	1.94	1.46	1.76	2.35	2.09	2.20	1.73	2.40	2.00	2.13	1.87
**14. It is not detrimental to students in a regular class when they have to share the class with an LD-X student.	2.10	2.14	1.94	2.25	1.74	1.73	1.30	2.20	1.90	2.00	1.75	2.12	1.62	1.89	2.45	2.09	2.60	1.60	2.80	2.27	2.30	2.01
Perceptions of LD-X Program (Items 15-18)	2.13	2.04	2.01	1.98	2.12	2.34	2.38	1.85	1.68	2.33	2.11	2.27	1.92	2.10	2.31	2.02	2.65	1.80	2.43	1.99	2.18	2.13
15. LD-X students are learning to make the most of their abilities through the LD-X Program.	2.17	2.00	2.17	1.94	2.22	2.41	2.30	2.00	1.80	2.47	2.25	2.25	1.92	2.16	2.40	2.09	2.90	1.87	2.40	1.91	2.21	2.18
16. LD-X students are improving in their learning abilities as a result of the LD-X Program.	2.20	2.00	1.83	2.00	2.04	2.23	2.20	1.80	1.50	2.60	1.95	2.31	2.00	2.08	2.15	1.91	2.60	1.67	2.40	1.86	2.07	2.07
17. The LD-X Program is successfully helping to improve the attitudes of LD-X students towards school.	2.13	2.00	2.11	2.00	2.13	2.36	2.50	1.80	1.60	2.13	2.20	2.25	1.86	2.11	2.35	2.00	2.60	1.87	2.53	2.00	2.20	2.14
18. The LD-X Program is successfully helping to improve the self-concepts of LD-X students.	2.03	2.14	1.94	2.00	2.09	2.36	2.50	1.80	1.80	2.13	2.05	2.25	1.86	2.07	2.35	2.09	2.50	1.80	2.40	2.18	2.21	2.12

**Written in negative manner ("It is detrimental...") on the actual survey instrument. Statement and responses were reversed in the analysis of the data and are presented in their reverse form.

TABLE D (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Teachers	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Teachers	All Teachers
Learning of LD-X Students in the Regular Class (Item 19)	2.67	2.71	2.39	2.62	2.52	3.23	2.90	2.80	2.80	2.27	2.50	2.88	2.67	2.67	3.15	2.73	2.90	2.87	3.13	2.73	2.92	2.75
19. LD-X students are learning an adequate amount in my class.	2.67	2.71	2.39	2.62	2.52	3.23	2.90	2.80	2.80	2.27	2.50	2.88	2.67	2.67	3.15	2.73	2.90	2.87	3.13	2.73	2.92	2.75
Communication Between LD-X Student and Regular Classroon Teacher (Item 25)	2.60	2.57	2.22	2.06	2.43	2.59	2.60	2.20	2.20	2.20	2.00	2.25	2.42	2.35	2.40	2.27	2.60	2.47	2.53	2.46	2.45	2.38
25. Communication between an LD-X student and myself is adequate in meeting his/her educational needs.	2.60	2.57	2.22	2.06	2.43	2.59	2.60	2.20	2.20	2.20	2.00	2.25	2.42	2.35	2.40	2.27	2.60	2.47	2.53	2.46	2.45	2.38
Communication Between Regular Classroom Teacher and LD-X Teacher (Items 26-27)	2.32	1.57	1.69	1.72	1.96	2.00	1.70	2.00	1.55	2.03	1.72	2.03	1.83	1.90	1.98	1.77	2.85	2.10	2.13	1.91	2.08	1.95
26. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	2.30	1.57	1.44	1.62	1.83	1.82	1.30	1.80	1.60	1.80	1.45	2.00	1.75	1.77	1.90	1.64	2.90	2.07	2.07	1.77	2.00	1.84
27. Communication between myself and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	2.33	1.57	1.94	1.81	2.09	2.18	2.10	2.20	1.50	2.27	2.00	2.06	1.92	2.04	2.05	1.91	2.80	2.13	2.20	2.04	2.15	2.07

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TABLE D (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Teachers	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Teachers	All Teachers
Communication Between Regular Classroom Teacher and Principal (Items 28-29)	2.28	2.00	2.42	2.03	2.35	2.36	2.35	2.10	1.70	2.03	1.98	2.03	2.23	2.18	1.88	2.27	2.70	1.73	2.27	2.39	2.17	2.18
28. I receive assistance and/or cooperation from the principal concerning LD-X students whenever I request it.	2.30	2.14	2.33	2.06	2.22	2.23	2.20	2.00	1.80	2.00	2.05	2.06	2.21	2.16	1.75	2.18	2.70	1.67	2.27	2.32	2.11	2.14
29. Communication between myself and the principal is adequate in meeting the educational needs of LD-X students.	2.27	1.86	2.50	2.00	2.48	2.50	2.50	2.20	1.60	2.07	1.90	2.00	2.25	2.21	2.00	2.36	2.70	1.80	2.27	2.46	2.24	2.22
Communication Between Regular Classroom Teacher and Parents of LD-X Students (Items 30-31)	2.70	2.79	2.56	2.12	2.52	2.48	3.35	2.60	2.55	2.70	2.55	2.44	2.56	2.58	2.65	2.46	2.90	2.57	2.77	2.64	2.66	2.60
30. I receive assistance and/or cooperation from the parents of LD-X students whenever I request it.	2.70	2.71	2.61	2.12	2.57	2.50	3.50	2.40	2.50	2.93	2.50	2.44	2.50	2.59	2.65	2.46	2.90	2.53	2.87	2.73	2.69	2.62
31. Communication between myself and the parents of LD-X students is adequate in meeting the educational needs of LD-X students.	2.70	2.86	2.50	2.12	2.48	2.46	3.20	2.80	2.60	2.47	2.60	2.44	2.62	2.56	2.65	2.46	2.90	2.60	2.67	2.54	2.62	2.58

TABLE D (Continued)

Area/Items	Alma	Eisenhower	Hale	Jefferson	Jordan	Keller	Lowell	Roosevelt	Salk	Stevenson	Taft	Webster	Whitman	Pilot Teachers	Adams	Highland	Holmes	Lehi	Longfellow	Redbird	Non-Pilot Teachers	All Teachers
Perceptions of LD-X Students Within the Regular Class (Items 20-24)	2.73	2.66	2.33	2.22	2.50	2.53	2.72	2.56	2.38	2.16	2.47	2.35	2.60	2.49	2.52	2.46	2.86	2.24	2.67	2.66	2.56	2.51
20. LD-X students study hard in my class.	3.07	3.14	2.56	2.62	2.74	3.23	3.00	3.00	2.90	2.40	2.65	2.69	3.04	2.85	3.10	2.91	3.10	2.73	3.27	2.91	3.00	2.89
21. In my class, LD-X students are taught no differently than the other students.	2.83	3.29	2.78	2.50	2.78	3.00	3.10	3.00	2.90	3.00	3.55	2.44	3.08	2.92	2.75	3.09	2.70	2.40	2.60	2.91	2.74	2.87
22. While in my class, LD-X students participate fully in the activities.	2.53	2.29	1.89	1.94	2.48	2.23	2.70	2.20	1.90	1.80	2.25	2.00	2.12	2.19	2.15	1.82	2.60	1.93	2.33	2.54	2.25	2.21
23. Behaviors of LD-X students are within acceptable limits in my class.	2.67	2.71	2.17	2.12	2.26	2.14	2.60	1.80	2.20	1.80	1.95	2.25	2.29	2.24	2.35	2.18	3.10	2.27	2.60	2.54	2.48	2.32
24. LD-X students are accepted as regular class members by the other students in my class.	2.57	1.86	2.28	1.94	2.26	2.04	2.20	2.80	2.00	1.80	1.95	2.38	2.46	2.22	2.25	2.27	2.80	1.87	2.53	2.41	2.33	2.26
OVERALL PERCEPTIONS/ATTITUDES	2.40	2.23	2.18	2.11	2.27	2.36	2.40	2.27	2.08	2.18	2.14	2.25	2.17	2.24	2.40	2.24	2.76	2.08	2.55	2.34	2.38	2.28
Number of Responses	30	7	18	16	23	22	10	5	10	15	20	16	24	217	20	11	10	15	15	22	93	310

TABLE E

PRINCIPAL RESPONSES PER TYPE OF PROGRAM
AREA AND ITEM MEANS

Area/Items	Pilot Principals	Non-Pilot Principals	All Principals
Perceptions of Mainstreaming (Items 1, 2, 4)	1.54	2.72	1.91
1. LD-X students are mainstreamed to the extent that they are capable of in my school.	1.38	2.33	1.68
*2. LD-X students are mainstreamed more than they are capable of in my school.	4.23	4.50	4.32
3. This year, more LD-X students are mainstreamed than last year.	1.54	2.83	1.95
4. This year, LD-X students are mainstreamed in regular classes for more activities than last year.	1.69	3.00	2.11
Attitudes Towards Mainstreaming (Items 5-7)	1.31	1.78	1.46
5. Mainstreaming of LD-X students should be continued next year.	1.31	1.33	1.32
6. It is beneficial to LD-X students to be mainstreamed with students in a regular class.	1.31	1.50	1.37
**7. It is not detrimental to students in a regular class when they have to share the class with an LD-X student.	1.31	2.50	1.68
Perceptions of LD-X Program (Items 8-11)	1.65	2.42	1.89
8. LD-X students are learning to make the most of their abilities through the LD-X Program.	1.69	2.33	1.89
9. LD-X students are improving in their learning abilities as a result of the LD-X Program.	1.69	2.17	1.84

*Excluded from Area mean.

**Written in negative manner ("It is detrimental...") on the actual survey instrument. Statement and responses were reversed in the analysis of the data and are presented in their reversed form.

TABLE E (Continued)

Area/Items	Pilot Principals	Non-Pilot Principals	All Principals
10. The LD-X Program is successfully helping to improve the attitudes of LD-X students towards school.	1.62	2.67	1.95
11. The LD-X Program is successfully helping to improve the self-concepts of LD-X students.	1.62	2.50	1.89
Learning of LD-X Students in the LD-X Class (Item 12)	1.46	2.33	1.74
12. LD-X students are learning an adequate amount in their LD-X class.	1.46	2.33	1.74
Learning of LD-X Students in the Regular Classes (Item 13)	1.69	2.33	1.89
13. LD-X students are learning an adequate amount in their regular classes.	1.69	2.33	1.89
Communication Between Regular Classroom Teachers and LD-X Teacher (Item 14)	2.31	2.00	2.21
14. The communication between regular classroom teachers and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	2.31	2.00	2.21
Communication Between LD-X Teacher and Principal (Items 15-16)	1.27	1.92	1.47
15. I receive assistance and/or cooperation from the LD-X teacher whenever I request it.	1.23	1.67	1.37
16. Communication between myself and the LD-X teacher is adequate in meeting the educational needs of LD-X students.	1.31	2.17	1.58
Communication Between Regular Classroom Teachers and Principal (Items 17-18)	1.50	1.75	1.58
17. I receive assistance and/or cooperation from the regular classroom teachers concerning LD-X students whenever I request it.	1.38	1.67	1.47
18. Communication between myself and the regular classroom teachers is adequate in meeting the educational needs of LD-X students.	1.61	1.83	1.68

TABLE E (Continued)

Area/Items	Pilot Principals	Non-Pilot Principals	All Principals
Communication Between Principal and Parents of LD-X Students (Items 19-20)	2.00	2.75	2.24
19. I receive assistance and/or cooperation from the parents of LD-X students whenever I request it.	2.00	2.67	2.21
20. Communication between myself and the parents of LD-X students is adequate in meeting the educational needs of LD-X students.	2.00	2.83	2.26
OVERALL PERCEPTIONS/ATTITUDES	1.58	2.25	1.79
Number of Responses	13	6	19

COMMENTS

Note: Responses to specific items precede restatements of the items.

LD-X STUDENT COMMENTS

Pilot Programs

Hale: The special classroom teachers are nice. The regular classroom teachers are nice.

I like our class in Mrs. Owenes class but I like to go in to Mrs. Kraelies class so I can go in to a normal class next year and that I can learn a lot now why I can so I can go to Poston next year.

Jefferson: I rather spend in my other class more. I'm in my other class more than last year.

I rather stay over in my other classroom and like to be in sometimes.

I rather stay over my classroom.

I like 19.

I would like to go to my regular class.

I like to go back in my class.

I like it better this year.

I want to be in my regular class.

I would like to stay home.

I like both classes.

I like Mrs. Christopher class.

Jordan: I like both teachers a lot.

I like both classes.

I like it.

I like both classes.

Keller: I am positive that my special classroom is helping the most. I am not saying that my regular teacher is not helpful either.

My special is so helpful to all the students. I like it very much but I will not be here next year.

I like my special classroom because they teach me and the class a lot of things.

LD-X STUDENT COMMENTS: Pilot Programs (Continued)

I like both classes. They help me a lot.

I like both of my classrooms. But I like my regular class the most. I have more friends in my regular classroom than I have in the special classroom.

Regular class - I hate my regular class because Mrs. Hatin is mean to me.
Special class - You are so nice to me because you are nicer than Mrs. Hatin.

Regular class - I like my regular class because my teacher helps me.
Special class - I like my special class. My teacher helps me work.

I feel good in my regular classroom. I feel good in my Special classroom.

Regular class - I like it. I feel good.
Special class - I don't know.

Regular class - I like it because we do fun things.
Special class - I like my special class because we do fun things and we do math and other things.

I like my special class because it helps me learn better. I like my regular because everyone is nice to me.

Lowell: Miss Bollos is real nice.

Roosevelt: I hate school.

No, I would like to go to math in the morning.

People in other regular classes laugh at me because I'm in a special ed. I really like to go to my regular classroom for reading and math.

Salk: I like both classes.

It is great in my special in both classes.

I feel in my class good. I feel in regular class noisy.

I like this class because it's not that noisy.

I don't like being in special classes because I think that I am smart enough to be in regular class.

I feel in this class helpful and I have a lot of friends in this classroom that are nice in special.

I feel good in special class. I feel good in regular class.

LD-X STUDENT COMMENTS: Pilot Programs (Continued)

I feel comfortable in my regular classes. I can do the work but they won't let me!

Stevenson: I hate math. I like school. I like regular. I feel comfortable in my special. I hate reading.

I like to stay in here.

It is fun. I like to go to regular class.

I like the changes in the school. It is doing fine.

I like the change from last year, but I don't like leaving my special class at all.

Taft: My two classes I get in trouble all the time because people call me names all the time and sometimes she is nice.

I don't know my timetables and my regular teacher always gets mad because I don't know my timetables.

I like Miss Pettycrew's class because she likes me. And I like her. She is my favorite teacher. And I love my teacher!

I like my resource teacher very much. She helps me a lot. If I need help she will help me. Sometimes she helps others.

Webster: I hate it in this special ed. class. I would like to be in my regular class.

Whitman: I hope I am in this special class next year.

My school is OK because you're in it.

I like my class.

My teacher does not inform me with exact words and I get in trouble and I feel like cutting school!

I like my teachers that help me do my work. I like my PE teachers and my music teacher.

I don't like going to a special class and next year I will like to go to a regular classroom.

LD-X STUDENT COMMENTS

Non-Pilot Programs

Highland: I like my teachers.

Holmes: I would like to be in a regular class full time.

I do not know.

Longfellow: I would like to go to my regular class more often and I would like to learn a lot even reading, writing and counting up to 15.*

*dictated to a scribe

Redbird: I don't like going to this class. I wish I could go back to my real class. When I go to 7th grade I don't want to go to this special class anymore because I want to go to a regular class and not this class anymore.

I don't like special class. I do well in it. I think I can do good in my regular class. I am going to go in 7th grade. I don't want to go in special class in 7th grade. I want to be a regular 7th grade, no special class. If I have to go to reading, I will go. But not math, English, spelling.

I like this class better than my regular classroom.

I hate that class.

I hate it.

I like regular class.

I like to go more to my special class.

Me and James should go to our regular class more often.

In my regular class I have a problem. Tere Jones always talks to me and I end up talking back and I can't stand it.

I like to catch up more I be in a regular class. I would like to see if I can go in a regular class.

I like to go to my regular classes.

LD-X STUDENT COMMENTS

Unidentified Programs

It's boring and it is easy.

I think that I could work in a regular classroom if I paid more attention.

PARENT COMMENTS

Pilot Programs

Alma: Gail Siebolt has been just fantastic with my daughter during this year. The progress made has been due to the efforts of the adults who are working daily with the children.

My comment is not so much with the LD-X system, but with the school system. It would seem to me with the growing attendance and enrollment stipulations imposed on such schools as Franklin, why isn't more schools tightening their curriculum to accommodate students who need a more structured classroom environment instead of having to put these students in special classes. I really like Alma School, but feel that now I may have to do battle with hundreds of other parents for a few slots in another school to fulfill the educational requirements I feel is necessary for my children.

As my child was not in LD-X last year, and next year is referred for resource only, some of these questions do not apply. Since the communication with the LD-X and regular classroom teacher is so good, I see no need to confer with the principal, hence, no opinion.

I would like to know when his classes are, and if I have to have permission to come or if I can come anytime. I won't know ahead of time when I can come, and when I can't.

Gary entered the LD-X program in January, 1982. Mrs. Seibolt is the only one I've really communicated with since that time. She is a wonderful teacher and has instilled in Gary the feeling of success and accomplishment Gary had lost when attending regular class at Jordan. I can't comment on the principal or the mainstreamed teacher as I have not come in contact with them. The LD-X program is great for Gary and I do not hesitate to have him re-enter at Mrs. Seibolt's request or any other person.

4. I would like my child to continue to be mainstreamed next year. Disagreed. Some areas I would like to see this.
5. It is beneficial to my child to be mainstreamed with children in a regular class. Disagreed. Some areas in his study.

I think the LD-X program has helped alot for my daughter. I'm glad the teachers are trying to help every child in every which way they can. My daughter had a lack of confidence, everyday it's getting better.

Too bad regular classrooms only had 15 children to each room.

PARENT COMMENTS: Pilot Programs (Continued)

Eisenhower: 4. I would like my child to continue to be mainstreamed next year. Nothing marked. I would like my child to be in a regular class most of the day.
I have never met the principal, therefore, I put no opinion there. I have never met his regular classroom teacher either.

My son only has music, P.E., and lunch with his regular class. I feel that he might benefit from more association with his regular class and his teacher seems to agree with me, although she does feel that he needs approximately 3 hours of special help.

We have noted an extreme improvement in Brandon's attitude toward school. He seems to be learning a great deal more than he ever could have in a regular class.

Mrs. Helen C. Rodriquez has been very helpful to Vincent -- he has learned alot. I see a great improvement in his reading, writing, math. I would like to thank you for having this program for Vincent and for children like him so they could get off on the right foot. Thank you.

Hale: We have been very pleased with the LD-X program at Hale. Our son has a short attention span which has consistently slowed his learning. Moving here from out of state a year ago, we were most grateful to find he would receive special help. He has a very positive attitude about the program and his teacher. We appreciate the concern shown for these children.

I feel the LD-X program is great. My child is improving from what I can see. His regular classroom teacher, I have never talked to. I feel she is pushy in her work. My child does get upset many a day because of this. I feel he still does not like school because he has a hard time. I am hoping this will improve in time. Thank you.

The regular class is large. The teacher understands their need because she was formally an LD teacher. She does best as one can for having so many pupils.

Jefferson: We have noticed that the LD-X program has helped Carolina. We have noticed a difference in quality of work and feel that her educational needs are being met.

My child is improving alot through the LD-X program. His certain problem is still a hinderance to his learning, but I feel they are doing their best and I have confidence in the teachers and with some help at home that he can gradually be mainstreamed into a regular class.

PARENT COMMENTS: Pilot Programs (Continued)

Jefferson: My son is only attending LD approximately 1-1½ hours per day, spending the remainder with an EH class. I appreciate the cooperation between all the teachers in the school very much. They show real concern for his progress and development. Please continue this special education opportunity. Thank you.

I like Mrs. Christopher. She's improved my child's report cards real well. I can see improvement since Mrs. Christopher started with him last year. I think they should of had it when I was in school, and I hope they keep it up.
13. The communication between my child and the LD-X teacher is adequate in meeting my child's educational needs. Strongly agree. Trying.
14. The communication between my child and his/her regular classroom teacher is adequate in meeting my child's educational needs. Strongly agree. Trying.

Jordan: It's great!!!

19. I receive assistance and/or cooperation from the principal concerning my child whenever I request it. No opinion. Haven't needed any help.
20. Communication between myself and the principal is adequate in meeting my child's educational needs. Haven't needed any help.

This program has improved my child alot. In fact, she loves that teacher and her regular class teacher she dislikes. I agree with the program completely because there are children that need the individual help.

LD-X program is excellent. I don't know what would happen to my children without it.

1. My child is mainstreamed to the extent that he/she is capable of in his/her school. Agree. But I am not really sure.
14. The communication between my child and his/her regular classroom teacher is adequate in meeting my child's educational needs. Disagree. According to what my child tells me. It's great! But I do have some recent concerns about the EH class. Especially the teacher's aide, Mrs. Pace, who took points away from my daughter on parent's day when her father visited!

PARENT COMMENTS: Pilot Programs (Continued)

Keller: I haven't had many reasons to communicate with the principal, but have always found satisfactory results when I do.
I feel at times my child is not given the opportunity to progress into new fields of mathematics since moving into the Mesa School System. Before moving to this school, my child was in a self-contained classroom. I felt that the X program is much better. My child has done very little classwork in the regular classroom due to the teacher's attitude.

Lowell: My child is learning an adequate amount in his/her regular class. Strongly disagree. Not necessarily the fault of the teacher.
There can be, in my opinion, few teachers in the LD program better equipped and prepared than Ms. Broyles. I have been impressed with her abilities and "caring" attitude. Many LD teachers could learn from her. Likewise, I have not been impressed over the years with the "mainstream" regular teachers' attitudes toward LD students. I believe all teachers should be required to spend time assisting in special ed. classes.

I have at no time requested a meeting with my son's teachers or principal.
This survey is appreciated and makes me want to find out more of my child's schooling. I hope there will be more surveys in the future, we can all benefit from them.

Salk: The LD-X program was (is) a life saver for my child, Trisha. I thank God she had this kind of help as otherwise I strongly feel my child would have been a very frustrated little girl who wanted very much to learn but couldn't. With this help she has had from wonderfully, helpful, patient teachers, she will be able to find a skill to support herself in this world. Without this help she has had, I believe it would be very hard for her to find work to support herself when the time came.

At the school my child attends, it seems that the regular and LD-X teacher do not work together as to the areas the child should be in each class. For a number of months my child was having 2 recesses and a P.E. class each day. I feel that's very unnecessary--what a waste of learning time. Because of the turnover at the beginning of the year, I was not able to meet with the LD-X teacher at the first teacher's conference--if I had maybe this would have been corrected earlier. I realize this program is to help the student mainstream but there still must be control over the learning time (preferably the LD-X teacher).

PARENT COMMENTS: Pilot Programs (Continued)

Salk: Jeff and Miss Chin, his LD teacher, have a communication problem. Jeff is very shy and reserved. Miss Chin is a very harsh spoken person even to us in regards to Jeff. He rebels to this treatment and doesn't respond in class. He comes home and cries and says he doesn't want to go there anymore. We know he is a slow reader but in Sept., 1981, we asked if they would use his social studies book or any 6th grade book his class would use and let him read from this to improve his vocabulary. He can read it at home--slow, yes, and he has to ask some words, but if he never has a chance he never will catch up. This has been his complaint--he wants to learn to read the books he uses in class. He has repeated and repeated material year after year and he's sick of it. We know he needs the extra help but if he resents the class, what good is it? If you know what we mean--he does real well with a grandmother-type teacher--soft spoken and not bossy. Every child can't pick his teacher but run a questionnaire through these kids and ask them what they'd like different, you'll be very surprised--have a special person ask the questions if necessary--not their teachers.

I think the regular classroom teacher and LD-X teacher have to tell each other what is going on in each other's classroom more. I also hope he keeps getting LD-X until he gets out of high school, or he will never make it.

Stevenson: This is his first year in the LD-X program. I feel he is really doing much better.

Since I have two children who have been in a LD class, I feel very close to all the teachers and staff at Stevenson. They have done a wonderful job of teaching my children. They have always kept me informed of any needs my children need. I especially want to thank Mrs. Rifleman.

My views on this program for my son--it has been outstanding. He has accomplished much more than he ever could without this program. This program, in my estimation is very much needed not only to my son but to many other children with learning disabilities. If I can be of anymore help in any way please contact me. Thank you.

I really like the program and hope he can continue doing as well as he has. Thank you very much.

Webster: I feel the LD-X program is just fine. My child is learning in this program. But--he finds it hard to deal with the feelings that his teacher doesn't like him due to the yelling that takes place in the classroom. It would be nice if the school would stick to teaching and not so much as to with whom I live or other personal matters. Aside from my personal feelings of his teacher and other members of the Webster staff, I feel that Shane's progress is due to a very strict class.

PARENT COMMENTS: Pilot Programs (Continued)

Webster: Recently at a Parent-Teacher Conference I voiced this opinion and it bears repeating. I feel that my child is 100% more academically suited to learning due to the LD-X program. When he entered 2nd grade at Webster last year, his skills were at the kindergarten level. He now reads, etc., at better than 3rd grade level. Next year he will be in a regular class situation with minimal LD-X. I shudder to think how retarded in his education, he might be, if he had not received the LD-X experience. You don't know how gratifying it is to hear him read without assistance or frustration, or do his homework cheerfully because he knows how to do it. I simply can't say enough about this program. It has given my child a new "academic" lease on life. Since I know how a child's life can be ruined by simply not being able to read and cope as his peers do (I've been a teacher myself).

Whitman: 1. My child is mainstreamed to the extent that he/she is capable of in his/her school. Strongly disagree. I feel Steven is missing exposure to vital material in other subjects necessary to his education.
3. This year, my child is being mainstreamed in a regular class for more activities than he/she did last year. Disagree. Not mainstreamed last year at all.
7. My child is learning to make the most of his/her abilities through the LD-X Program. Strongly disagree. His abilities are declining not progressing.
8. My child is improving in his/her learning abilities as a result of the LD-X Program. Strongly disagree. Testing does not show he is.
9. The LD-X Program is successfully helping to improve my child's attitude towards school. Strongly disagree. He always has loved school--still does.
10. The LD-X Program is successfully helping to improve my child's self-concept. Disagree. His self-esteem is declining and we can see this happening.
11. My child is learning an adequate amount in his/her LD-X class. Strongly disagree. By looking at his test graphs and tests this is very definately not true.
15. I receive assistance and/or cooperation from the LD-X teacher whenever I request it. Disagree. Not assistance!! Pacification! Tells us what she thinks we want to hear.
16. Communication between myself and the LD-X teacher is adequate in meeting my child's educational needs. Disagree. I try.
17. I receive assistance and/or cooperation from my child's regular classroom teacher whenever I request it. No opinion. Never in his homeroom enough to need it.
19. I receive assistance and/or cooperation from the principal concerning my child whenever I request it. No opinion. Never asked him. Never sat in on meetings.
20. Communication between myself and the principal is adequate in meeting my child's educational needs. Strongly disagree. No.

PARENT COMMENTS: Pilot Programs (Continued)

I have had to resort to outside school intervention and help to try and improve Steven's abilities. I feel that his evaluations and testings have been inadequate. Cooperation of psychology department has been minimal and strictly on the surface of this problem. The first evaluation was the only one fully staffed--never has had another like it. Steven is going backward in his abilities. The grading is not adequate to tell you much, when a child like Steven gets all 3's, and you are well aware that he is not doing average work.

A program is only as good as the person who operates it. Consequently, the LD-X program at Whitman is very well organized because the person teaching the program is organized and more important than that she has a deep, sincere interest in her students.

I have been very impressed by all my son's teachers. Their understanding, warmth, and handling of my son's problems have helped him grow within himself.

Jason was transferred from another school district around Thanksgiving into the Mesa District. So far, I believe we, the teachers and I, are helping Jason make large steps in his self-confidence which helps him in school. If you need any more feedback please let me know.

PARENT COMMENTS

Non-Pilot Programs

Adams: If what my child says is true, she is allowed to misbehave in the classroom. It has taken months just to determine at what grade level she should or could be functioning at. There seems to be much more time than necessary spent on puzzles, movies and other nonacademic activities. In general, I feel my child has been allowed to be lazy in her school work and disrespectful to authority figures. This should not be tolerated no matter what her abilities are.

There has been much improvement as far as his school work these past two years -- but it has come somewhat to a stop. I would like to be more involved with his work personally. I'm not sure if this is appropriate or would be helpful. I only know I feel that I'm not helping him more -- it's rather frustrating for me to know that he's had so much trouble -- and that we cannot share problems -- we share love.

At this point I feel my child is ready to leave the LD environment and should be able to manage with minimum problems in regular classroom. However, in trying to find support in this, I am finding resistance, almost a reluctance in helping the child achieve this. Perhaps the problem lies in the ability or Inservice Training available to the regular teachers in handling the transition of children like mine. The mainstreaming this year was not as successful as I thought it should be. There was a general reluctance of the regular teacher to work with my child or even communicate his problems with me or the child. If there was communication between teachers, it was not mentioned to me. However, the LD teacher was excellent and the overall success of this year should be in part her as well as the motivation/confidence she instilled in my child.

Holmes: We feel our child's needs were not met mainly during his last year in the Keller program and partially this year. We have no opinion about the first year in the Keller program.
Years in the LD-X Program - 1981-82 at Holmes, 1980-81 at Keller, 1979-80 at Keller.

Lehi: Communication between myself and the LD-X teacher is only adequate, could be much better, in meeting my child's needs. Due to the teacher's background and present environment outside of the educational system, it is my opinion that she believes certain of the children have greater problems than actually exist. In certain instances if the teacher would try to minimize the problems and <u>expect</u> the children to do their best probably better results would occur.

PARENT COMMENTS: Non-Pilot Programs (Continued)

Lehi: My child is doing very well in his LD-X classroom. As parents, we are very satisfied with his LD teacher. As we feel very strongly that our child could not have done without her help and support for the last two years. She is a great teacher and very involved and concerned with each and every student. I keep in close contact with her as much as possible.

Longfellow: I have been told the program will change for 1981-1982 year, where more main subjects will be required for the children in a classroom where other "Peer" groups will be. I have had a child in special education for two years where the only contact with other children was in P.E. and Library. With the possibility of my child going on into junior high, there is alot that would have benefited my child by attending LD as well as regular class. It's like a safe little box they are closed into, where as some of the school scholastics are not part of the education. Most regular teachers push harder for work as well as the junior high level teachers. Some LD children are pampered a little more than with regular classroom work. I feel the changed program will better qualify the student into a more realistic school education and pull alot more ability. They will want to do well and try harder at a regular classroom and in LD for some basics as math and reading concepts.

PARENT COMMENTS

Unidentified Programs

I appreciate the LD-X Program and I think it really does help younger children grasp on to the things they weren't able to learn in their regular classroom because I'm sure it has a more adequate way of reaching children's learning disabilities and things they lack in the regular classrooms.

You need improvement on your teacher's attitude, for we must give love and understanding to these kids! Not come down on them so mean.

REGULAR CLASSROOM TEACHER COMMENTS

Pilot Programs

Eisenhower: Although I feel mainstreaming is good for LD-X students, the program as it has existed this year is too complicated because of scheduling. The LD-X teacher and aide are doing the best they can to see that the children get where they should be, when they should be, but it appears to me that they spend so much of their time doing this that it may be counter-productive.

The one LD-X student in my class is not involved in any instructional time. He is only part of my class for attendance, music, lunch, and P.E. He is cooperative and will follow directions.

Jefferson: The LD-X program has proved to my satisfaction that it is a far superior method of providing special education that meets the needs of the student. I would like to see another LDX class added to our school.

The LD-X program at our school is of excellent quality. Vicki Counts-Christopher is a very concerned and hard-working director of the program at our school. She works very closely with the teachers, parents and students. The communication is always open and all alternatives are used to the best end result. As the teacher of the LD-X class, Vicki does an excellent job of teaching basic survival skills, something that is lacking in other special ed. classes that are part-time on our campus. Vicki is very diligent about getting students into as many activities. The students participate to the best of their ability with supplemental help from both teachers, LD-X and homeroom. I am very pleased with this program. I would like to see it continued and possibly expanded to a primary and intermediate class in this school.

I have had no contact with this program at my grade level.

Not enough students being serviced.

I think our LD-X program is working very well and providing those students with successful learning experiences they might not otherwise be exposed to. I have an LD-X student this year and he has made fantastic progress. I can understand why I would fill this questionnaire out, but why would other teachers who don't have LD-X students be requested to do this? How would they be aware of what the program is about? Wouldn't their responses on the questionnaire be either unfavorable, negative or of no value?

Regarding LD curriculum - as soon as possible the children should be using materials, vocab., books, etc. that are being used in the regular classroom. LD in our school is inadequate. In many years, have had only a few in program. None referred seem to qualify. Need program for slow learners. Really low ones.

Keller: I don't have much opinions on this because I don't have any LD-X this year. Last year the program was adequate.

Sometimes I feel that the LD-X program is run with the attitude that they only know what is best for the children and they should have priority in deciding on times and programs for the students. Many times we are expected to adjust our times to theirs and that is difficult with 30 students who go to a variety of programs. Also, I resent it when teachers who have 12 students and an aide do not have to take their turn doing duties at recess and during school programs. We need their support if we are to truly function as a team!

I see great improvement in my students who go to Ms. Ditmar. There is not only academic growth but also a great improvement in self-concept.

The LD-X program is excellently run. Both of the students, however, that are in the program should be in an EMH classroom. It is my opinion that they are misplaced. The LD-X teacher has worked very hard this year to help them improve. There's been many times I have felt the teacner was "spinning her wheels" because both of my students do not in actuality have the mental capacity to progress as we would like them.

If, in fact, the LD-X program is a long term resource program and that student is on the regular classroom roll, then there should be no debate as to whether the student is getting the proper education in the regular classroom. It also follows that there is no such thing as "mainstreaming." That student belongs in the regular classroom for all areas of education except those pointed out in the IIP for LD-X help. He or she is a student in the regular classroom that goes to LD-X for special help in certain areas for a specified amount of time.

All of my "no opinion" answers are due to having no contact with the LD-X program.

REGULAR CLASSROOM TEACHER COMMENTS: Pilot Programs (Continued)

Roosevelt: The LD-X students I have are very nice, well-behaved children. They appear each morning for roll call, which is ridiculous to me. They sit at an empty desk listening to roll and announcements, feeling out of place and awkward. They attend assemblies with us and music and P.E., but the kids in my room don't interact with them at all. They just appear, hang around the fringe quietly, and then leave. I don't mind having them, ever, but I'd think from their point of view, they feel out of place and uncomfortable.

Salk: My LD students do super because of the cooperation between the teachers and students. Some are doing much better than others because of their attitude. The LD students are similar to my "regular" class students in that some are highly motivated and give their all while others care less about being in the class and try little. All want to be in the regular class but some without doing a thing. They enjoy being in the class with other students. It has been beneficial for my students to have LD. The teacher has helped my students with any of their special projects or regular work they did not completely understand and reinforced my teaching program.

I think Donna Trythall has done an excellent job with my LD-X student.

Stevenson: I could not adequately fill this form out because I have never had an LD-X student.

LD-X students I have found are accepted about as much as the teacher models the acceptance. Some feel uncomfortable, therefore, so do students. Teachers need training before a student is put into their room. Also, there should be guidelines followed before a student is placed into a regular room. For example, both teachers (regular and LD-X) need to sit down and discuss goals and objectives the child is working to obtain. Behavior need to be identified, and methods need to be established to change or modify. Communication is an ongoing process. Both teachers need to know what's happening in the other environment. Only through communication and flexibility on both parts can a program like this be effectively operated. Also, classloads need to be kept down so more time can be spent with the children.

Webster: I have only had two LD-X students who have been in band. Their growth has been fantastic, and they have participated fully in the program. The support from the LD teacher with these two students was great.

Whitman: I feel the program is developing into a very necessary and thorough program. I do believe there is a great gap between both teachers and parents of LD-X students. We need to get the communication more open.

REGULAR CLASSROOM TEACHER COMMENTS

Non-Pilot Programs

Holmes: This year, although I have two LD-X students on my roll, they are only mainstreamed with my class for music and P.E. Therefore, I have no real academic contact with them or the LD-X teacher.

Lehi: Not enough students placed in LD program that should qualify. Poor diagnosis.

The LD children seem to need the social growth that a regular classroom setting offers. However, academically the regular classroom setting increases the frustrations that exist between their level of schoolwork and their classmate's level of schoolwork. It is important that the pros and cons be measured before each child is mainstreamed. We shouldn't mainstream for the sake of mainstreaming!

Longfellow: Depends on parents--how responsive they are. I have had some that aren't cooperative, give assistance or communicate with me-teacher.

I have an LD-X student assigned to my class, but at this time, he does not participate in any of my classroom activities.

I have not had any LD-X students in my class. Therefore, my answers to a lot of the questions were of the "no opinion" type.

PRINCIPAL COMMENTS

Pilot Programs

I am very pleased with the LD-X program at Alma. Our teacher is knowledgeable and caring. The environment for the students is a positive, productive one.

It is a great psychological reversal on the regular teachers. Special ed. is now serving their kids, and they count on their classload. We're not asking them to mainstream a kid from special ed. Special ed. is servicing their kids.

Communication between our school and LD-X students' parents varies from high-low. It always depends on the openmindedness of the parents and our willingness to listen to them. It has certainly been better since we've initiated the LD-X program. I'm very much in favor of continuing the program.

We have had to modify our LD-X to the extent that I would hardly describe it as separate from the LD-R. This was done because of student load and needs.

The only problem is overloaded classes at certain grade levels. For example, if we keep all of our current LD-X presently enrolled, we would have 37 students in some classes.

PRINCIPAL COMMENTS

Non-Pilot Programs

Item #3 - about the same as last year not no opinion.

Mainstreaming benefits the student greatly. With the change to LD-X, I believe it further promotes the students' feeling that he/she belongs with all the other students and yet they have a "safe" base to which they can retreat when the going gets a little rough.

Our LD-X have a poor self-concept and consider themselves "retarded." They are making adequate academic progress but behavior is not appropriate.

Since we have had LD-X such a short time, I'm not sure I have enough valid information with which to answer all questions.